

Unclipped

Volume IX

MAY, 1927

No. 3

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# Anderson College

Anderson, South Carolina

ESTABLISHED 1910




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Catalogue  
1927-1928

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Entered as Second Class Matter at the Postoffice Anderson, S. C., April 19, 1916



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**CATALOGUE**  
**OF**  
**ANDERSON COLLEGE**  
**FOR WOMEN**

**ANDERSON, SOUTH CAROLINA**



**SIXTEENTH SESSION**  
**1927-1928**

## CALENDAR FOR 1927

JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
...	...	...	...	...	...	1	...	...	...	...	...	1	2
2	3	4	5	6	7	8	3	4	5	6	7	8	9
9	10	11	12	13	14	15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	17	18	19	20	21	22	23
23	24	25	26	27	28	29	24	25	26	27	28	29	30
30	31	...	...	...	...	...	31	...	...	...	...	...	...
FEBRUARY							AUGUST						
...	...	1	2	3	4	5	...	1	2	3	4	5	6
6	7	8	9	10	11	12	7	8	9	10	11	12	13
13	14	15	16	17	18	19	14	15	16	17	18	19	20
20	21	22	23	24	25	26	21	22	23	24	25	26	27
27	28	...	...	...	...	...	28	29	30	31	...	...	...
MARCH							SEPTEMBER						
...	...	1	2	3	4	5	...	...	...	1	2	3	...
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30	31	...	...	25	26	27	28	29	30	...
APRIL							OCTOBER						
...	...	...	...	...	...	1	...	...	...	...	...	1	...
3	4	5	6	7	8	9	2	3	4	5	6	7	8
10	11	12	13	14	15	16	9	10	11	12	13	14	15
17	18	19	20	21	22	23	16	17	18	19	20	21	22
24	25	26	27	28	29	30	23	24	25	26	27	28	29
...	...	...	...	...	...	...	30	31	...	...	...	...	...
MAY							NOVEMBER						
1	2	3	4	5	6	7	...	1	2	3	4	5	...
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30	31	...	...	...	...	27	28	29	30	...	...	...
JUNE							DECEMBER						
...	...	...	1	2	3	4	...	...	...	1	2	3	...
5	6	7	8	9	10	11	4	5	6	7	8	9	10
12	13	14	15	16	17	18	11	12	13	14	15	16	17
19	20	21	22	23	24	25	18	19	20	21	22	23	24
26	27	28	29	30	...	...	25	26	27	28	29	30	31
...	...	...	...	...	...	...	...	...	...	...	...	...	...

## CALENDAR FOR 1928

JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31	...	...	...	...	29	30	31	...	...	...	...
FEBRUARY							AUGUST						
...	...	...	1	2	3	4	...	...	...	1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11
12	13	14	15	16	17	18	12	13	14	15	16	17	18
19	20	21	22	23	24	25	19	20	21	22	23	24	25
26	27	28	29	...	...	...	26	27	28	29	30	31	...
MARCH							SEPTEMBER						
...	...	...	...	1	2	3	...	...	...	...	...	...	1
4	5	6	7	8	9	10	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	30	31	25	26	27	28	29	30	...
APRIL							OCTOBER						
1	2	3	4	5	6	7	1	2	3	4	5	6	...
8	9	10	11	12	13	14	7	8	9	10	11	12	13
15	16	17	18	19	20	21	14	15	16	17	18	19	20
22	23	24	25	26	27	28	21	22	23	24	25	26	27
29	30	...	...	...	...	...	28	29	30	31	...	...	...
MAY							NOVEMBER						
...	...	1	2	3	4	5	...	...	...	...	1	2	3
6	7	8	9	10	11	12	6	7	8	9	10	11	12
13	14	15	16	17	18	19	13	14	15	16	17	18	19
20	21	22	23	24	25	26	20	21	22	23	24	25	26
27	28	29	30	31	...	...	27	28	29	30	...	...	...
JUNE							DECEMBER						
...	...	...	...	...	...	1	...	...	...	...	...	...	1
3	4	5	6	7	8	9	2	3	4	5	6	7	8
10	11	12	13	14	15	16	9	10	11	12	13	14	15
17	18	19	20	21	22	23	16	17	18	19	20	21	22
24	25	26	27	28	29	30	23	24	25	26	27	28	29
...	...	...	...	...	...	...	30	31	...	...	...	...	...

President  
Secretary

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## A CALENDAR FOR 1927-1928

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1927

### *The Spring and Summer*

May 16-21 Final Examinations  
May 22-25 Commencement Exercises Class of 1927  
The Furman University Summer School will be in session at  
Furman University from June 7 to August 13

### *Opening of Sixteenth Year*

September 13 Arrival Day for Students  
September 14-  
15 Registration Day and Classification of Students  
September 16 Classes Organize  
October Day  
November 24 Thanksgiving Day  
December 16 After Classes—Christmas Holidays Begin  
Fall Semester—Junior Play

1928

January 3 Students Return  
January 16 Semester Examinations Begin  
January 19 Lee's Anniversary  
January 23 Second Semester opens  
February 22 Washington's Anniversary  
March 29 Spring Holidays begin after classes  
April 5 Students return 6 P. M.  
May 21-26 Final Examinations  
May 27-30 Commencement Exercises Class of 1928  
Spring Semester—Senior Play

## BOARD OF TRUSTEES

---

DR. A. L. SMETHERS, *President*

\_\_\_\_\_, *Secretary*

### *Until 1927:*

W. W. SULLIVAN.....	Anderson, S. C.
DR. J. M. BURNETT.....	Belton, S. C.
MRS. W. H. HUNT.....	Newberry, S. C.

### *Until 1928:*

J. W. KELLY.....	Pelzer, S. C.
GEORGE H. BAILES.....	Anderson, S. C.
REV. GEORGE E. SMITH.....	Kershaw, S. C.

### *Until 1929:*

DR. A. L. SMETHERS.....	Anderson, S. C.
DR. WESTON BRUNER.....	Laurens, S. C.
MISS EMILY SULLIVAN.....	Anderson, S. C.

### *Until 1930:*

DR. ROBERT BLACK.....	Bamberg, S. C.
MISS VARINA D. BROWN.....	Anderson, S. C.

### *Until 1931:*

W. A. WATSON.....	Anderson, S. C.
E. P. VANDIVER.....	Anderson, S. C.
DR. C. E. BURTS.....	Newberry, S. C.

## EXECUTIVE COMMITTEE

DR. A. L. SMETHERS, *Chairman*

W. W. SULLIVAN

W. A. WATSON

DR. J. M. BURNETT

DR. JOHN E. WHITE, *ex-officio*

## TRUST FUND COMMITTEE

W. W. SULLIVAN, *Chairman*

## OFFICERS OF ADMINISTRATION

---

DR. JOHN E. WHITE.....	<i>President</i>
PROF. R. H. HOLLIDAY.....	<i>Manager and Treasurer</i>
PROF. WEBB VON HASSELN.....	<i>Dean of Faculty</i>
MISS ANNE D. DENMARK.....	<i>Dean of Women</i>

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## OTHER OFFICERS

MISS DOLLY WORTHINGTON.....	<i>Bookkeeper</i>
— PAUL GIBSON .....	<i>Auditor</i>
MRS. R. H. HOLLIDAY.....	<i>Dietitian</i>
MRS. PAUL GIBSON .....	<i>Matron</i>
MISS NELL BARTON.....	<i>Assistant Dietitian</i>
J. W. HOLLIDAY.....	<i>Superintendent of Buildings and Grounds</i>



## OFFICERS OF INSTRUCTION

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Note: Faculty for 1926-27; there will be additions for 1927-28 in the Departments of Voice and Expression

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JOHN ELLINGTON WHITE, A. B., D. D.

*The Chapel Hour*

A. B. Wake Forest; D. D. Baylor University

R. H. HOLLIDAY, B. A., B. O., M. A.

*History and Economics*

Linwood College; Wofford College Summer School work; Graduate work University of Chicago, University of Missouri, George Washington University; Furman Institute of Politics; Williams College Institute of Politics, Massachusetts; Graduate work University of Tennessee.

WEBB VON HASSELN

*Modern Languages*

Student at Clemson Agricultural College; studied in France, Germany, Austria and Central America; Certificate in Spanish and French from Berlitz School of Languages, Havana, Cuba; Certificate in German from the Department of Military Intelligence, United States Army.

REGINA COOK COWDRICK, A. B., M. A.

*Literature and Composition*

A. B. Demin University; Graduate Toledo Normal Training School; M. A. George Peabody College for Teachers

MARY CELESTIA PARLER, A. B., M. A.

*Rhetoric and Literature*

A. B. Winthrop College; M. A., University of Wisconsin; Graduate work Columbia University

MARY ADELIA FOX, M. Acct., B. S.

*Education*

M. Acct., Toledo Business College; B. S. in Education, Berea College, Ky.; Graduate work toward M. A. George Peabody College for Teachers

ROBERTA CRAWFORD, A. B.

*Science*

Graduate Meredith College, Raleigh, N. C.; Graduate work in University North Carolina, Chapel Hill

BLANCHE COUESSIN, A. B., M. A.

*French*

Brevet Superieur, 1921; Certificate de Fin d'Etudes Normales, 1922 (Ecole Normale du Mans, France); A. B. Cornell College; A. M. Cornell College

## OFFICERS OF INSTRUCTION

---

CHARLES S. SULLIVAN, A. B., M. A.

*Philosophy*

A. B. Furman University; M. A. Harvard University

FLORENCE UNDERHILL, A. B.

*Mathematics and Latin*

Graduate of Louisburg College; A. B. Trinity College (Duke University); Franklin County Institute one term; Summer School State College, three terms; Work toward M. A. University North Carolina.

KATHRYN COPELAND, B. M. T., M. A.

*Bible*

B. M. T. Southwestern Baptist Theological Seminary; A. B. Baylor University; M. A. Baylor University

OLBA V. PRUITT, M. D.

*Physician, Hygiene*

MARY LUCILE YOUNG, A. B.

*History*

A. B. Anderson College; Summer work University of North Carolina

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## SPECIAL DEPARTMENTS

GRACE L. CRONKHITE

*Director of Music Department*

*Professor of Piano, Organ, Advanced Harmony, History of Music and Analysis*

New England Conservatory, Boston, Mass., 1890-93; Virgil Piano School and Metropolitan College of Music, New York, 1896-97; Pupil of Mortiz Moszkowski, Paris, 1898-1900-02-03.

ANNIE D. DENMARK, A. B.

*Instructor in Piano and Harmony*

Graduate of Meredith College, Raleigh, N. C., 1908; Pupil of Raphael Joseffy, New York, Summer 1909; Virgil Piano School, New York; Pupil Alberta Jonas, New York, 1916-17.

EDITH MAY HALL

*Instructor in Piano, Harmony and Ensemble*

Graduate of Meredith College, Raleigh, N. C., 1908; Post Graduate Meredith College, 1909; Pupil of Virgil Piano School, New York, Summer of 1912; Pupil of Augusta Cottlow, New York, Summer of 1918.

## OFFICERS OF INSTRUCTION

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OUIDA PATTISON

*Instructor in Piano—Dunning Kindergarten Method*

Anderson College Teacher's Certificate in Piano, 1920; Anderson College Artist's Diploma, 1921; Dunning School, New York 1923

HATTIE FAY

*Instructor in Piano and Eurhythmics*

Artists' Diploma Anderson College; Post Graduate work in Voice, Anderson College; Columbia University, Dalcroze School, New York, Eurhythmics

BERTHA SAUNDERS, B. S., B. M.

*Director of Voice Department*

Lambuth College; Cincinnati Conservatory of Music, Cincinnati, Ohio; Oscar Saenger, New York; Wm. Wade Hinshaw, New York (world renowned Baritone) of Metropolitan Opera; Madame Trocief (famous European prima donna), Rome, Italy; De Reszke School of Singing, Paris, France.

FRANCES A. CRAFTON, B. S.

*Domestic Science and Art*

B. S. George Peabody College; Graduate work toward M. A. George Peabody College

GERTRUDE PRATT

*Expression*

A. B. Roux College, Vermont; Graduate Course in the Worcester School of Oratory, Worcester, Mass.; Private Pupil of S. M. Haynes, Boston, Mass.; Harvard University, Summer of 1922; Graduate Course in the Warden School of Oratory, Canada.

MARILOU GOWER

*Commercial Course*

Graduate Fall's Business College; Teachers Training Course, Bowling Green Business University

CORDELIA HENDERSON

*Physical Director and Athletics*

Queens College, Charlotte, N. C.; Graduate Sargent School of Physical Education, Peterborough, New Hampshire

SALLIE T. CADE

*Resident Nurse*

Graduate Greenville Womans College; Graduate Nurse Anderson County Hospital

## OFFICERS OF INSTRUCTION

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ELIZABETH H. McCALL

*Kindergarten*

Statesville College; Philadelphia Institute; Graduate work at North Carolina College for Women, University of Virginia and George Peabody College for Teachers.

MRS. M. C. McMILLAN

*Librarian*

Graduate Greenville College for Women

LOUISE BURRISS, A. B.

*Registrar*

A. B. Anderson College, Summer work Cornell University

DOLLY WORTHINGTON

*Bursar*

North Carolina College for Women; University of North Carolina and University of Virginia Summer school work

E. P. VANDIVER

President of Carolina National Bank

*Lecturer in Economics*

A. L. SMETHERS, M. D.

*Lecturer in Anatomy, Physiology and Hygiene*



## STANDING COMMITTEES OF THE ADMINISTRATION

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### *Classification:*

DEAN VON HASSELN, PROFESSORS PARLER, COPELAND and SULLIVAN.

### *Extra-Curricular Activities and Discipline:*

PROFESSORS HOLLIDAY, DENMARK, VON HASSELN, and the President of the Student Government Association.

### *Library:*

PROFESSORS McMILLAN, COWDRICK and HOLLIDAY.

### *Religious Activities:*

PROFESSORS COPELAND, FOX and DENMARK.

### *Lyceum:*

PROFESSORS HOLLIDAY, CRONKHITE, SAUNDERS and PRATT.

### *Literary Societies:*

PROFESSORS SULLIVAN, HOLLIDAY and COWDRICK.

## STUDENT ORGANIZATIONS

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### *Student Government Association*

Louise Shealy	President
Ethel Dial	Vice President
Fannie Glenn	Secretary
Helen Eskew	Treasurer

### *Estherian Literary Society*

Virginia Caldwell	President
Vera Strickland	Vice President
Mildred Cunningham	Secretary
Helen Keating	Treasurer

### *Lanier Literary Society*

Mildred Meeks	President
Margaret White	Vice President
Mabel Watkins	Secretary and Treasurer

### *Young Woman's Christian Association*

Gertrude Sowell	President
Ruth Webb	Secretary and Treasurer

### *Young Woman's Auxiliary*

Mabel Loveland	President
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### *Senior Class*

Bessie Glenn	President
Martha Saxon	Vice President
Lucile Lee	Secretary
Margaret Poindexter	Treasurer

### *Junior Class*

Constance Pratt	President
Edith Hilliard	Vice President
Pauline Brown	Secretary
Viva McLeod	Treasurer

### *Sophomore Class*

Caroline Burriss	President
Clara Wheeler	Vice President
Grace Brodie	Secretary
Mabel Watkins	Treasurer

### *Freshman Class*

Lyda Burgess .....	President
Mabel Blomberg .....	Vice President
Alice Watkins .....	Secretary
Helen Wells .....	Treasurer

### *Athletic Association*

Daisy Rowland .....	President
Willie Gentry .....	Vice President
Caroline Burriss .....	Secretary and Treasurer

### *Yodler Staff*

Edith Hilliard .....	Editor-in-Chief
Caroline Burriss .....	Business Manager

### *Sororian Staff*

Lucille Lee .....	Editor-in-Chief
Margaret Poindexter .....	Assistant Editor
Vera Strickland .....	Business Manager
Martha Saxon .....	Assistant Business Manager

### *International Relations Club*

Roxie Murdock .....	President
Mildred Meeks .....	Vice President
Virginia Caldwell .....	Secretary and Treasurer

---

### *ANDERSON COLLEGE ASSOCIATION*

Mrs. C. S. Sullivan .....	President
Mrs. John E. White .....	Vice President
Mrs. Charles Burton .....	Secretary
Miss Mary Helen Burriss .....	Treasurer

### *STATE ORGANIZATION OF ANDERSON COLLEGE ALUMNAE*

Mrs. Harold Wilson .....	President
Mrs. Wilbur White .....	Vice President
Miss Emily Sullivan .....	Secretary
Mrs. William Goforth .....	Corresponding Secretary
Mrs. Walter Sanders .....	Treasurer



## FOREWORD

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For fathers and mothers and guardians, and for the young woman considering the selection of a college, this statement is offered with respect to Anderson College.

A catalogue does not and cannot tell the truth—the whole truth—about a college. The vital matter—of what it will do to the inward life of character and ideals and ambitions of the student cannot be judged by its academic display alone. There are many things to consider in making an intelligent choice of college for a girl.

*First: Its Location.* Is its situation favorable to the concentration of the student's mind and heart upon the work to be done? Are its social contacts helpful to the main end of preparation for useful life?

*Second: Its Equipment.* This refers to faculty and administration; also to the accessories of instruction and provisions of dormitory and dining room. The student is tremendously influenced by her respect for the dignity and comfort which her college affords.

*Third: Its Atmosphere.* This is a most vital concern. A college may have all the other things, but unless it achieves the power of inspiration and enthusiasm and is permeated through and through with a great and noble spirit, it misses—and its students miss—the most essential moral value in education.

*Fourth: Its Cost.* People of wealth raise no issue of expenses, but they ought to. A girl may spend so much on her college that she expends very little on her education. The college which practices moderation in its charges will inculcate an economic and sound minded habit of thought in its students.

To these conditions of intelligent college life, Anderson College makes a sincere response.

*First:* Anderson is a remarkable community and its situation for a hard working student life is particularly favorable. It is a city of all conveniences, but it is not a city run mad with distractions. It loves its college and the students in it receive the most satisfying social consideration.

*Second:* The equipment of Anderson College represents a selected faculty of twenty-five instructors who have been chosen for expert proficiency, personality and Christian character. Its comfort for living and its beautiful appointments are by all acknowledged. There is never a complaint in this regard.

*Third:* The atmosphere of Anderson College is distinctive of a certain definite resolution to keep moral and spiritual values in pre-eminence. Dr. Wilfred T. Grenfell, of Labrador, recently visited Anderson College. He wrote back these words to the President:

“I tried to emphasize the message which they told me afterwards you are always standing for—  
The influence of the living soul, as the supreme motive power, as against all and any intellectual attitudes.”

This is the atmosphere of Anderson College, the pressure with which it enfolds the girls within its walls.

*Fourth:* The expense rates of Anderson College are fixed moderately. With a generous community and the assistance of the Baptist State Convention of South Carolina, it is enabled to afford its great advantages at less than the actual cost for the maintenance of the student. Four hundred dollars is the charge for board and tuition and all fees. The special departments are also moderately priced as indicated in the catalogue.

The President will be permitted to add a personal word to prospective patrons and students. The Anderson College girl is cared for as an individual and not as one of a mass of students. Her peculiar problem, her physical case, her mental peculiarity, and her moral personality are matters of thoughtful conference.

*John E. White*-----

President.

## ANDERSON COLLEGE 1848-1927

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The first recorded reference to Anderson College is found in the minutes of the Saluda Baptist Association for 1848. The year before this date, Dr. William Bullein Johnson, at the time President of the Southern Baptist Convention, established a school at Anderson Court House for the higher education of women. At first it was named "The Johnson Female Seminary". This institution was adopted by the Saluda Association in a formal resolution in 1849:

"Resolved, that as an institution for females we earnestly recommend to the public patronage, Johnson's Female Seminary at Anderson Court House, South Carolina, under the control of the Baptist denomination as an institution of very superior character, eminently worthy of our foster and care.

"Resolved, that we adopt the said Seminary as our associational high school for females; and will co-operate with our friends and brethren at Anderson village in sustaining and enlarging its usefulness."

The establishment of a college for women in Anderson was the undying fire of seventy-five years of community purpose, lighted in 1847 by the Johnson University enthusiasm. In 1910, the Anderson Chamber of Commerce inaugurated a campaign for subscriptions to build a college in fulfillment of the long deferred hope. The community responded with energy and unity. A mass meeting of citizens instructed a committee to proceed to the South Carolina Baptist Convention in session at Laurens, November, 1910, and to offer the Baptists of South Carolina \$100,000.00 and a beautiful property of thirty-three acres, located on the Boulevard within the city limits. This committee appeared before the Convention at Laurens and in the name of the people of Ander-

son urged the acceptance of the gift. The Convention voted unanimously to accept it, and elected trustees. For fourteen years the College through struggle has grown to its present estate of success and will begin its 16th session September, 1927, in a rising tide of wider and wider recognition in the South.

### *LOCATION AND SURROUNDINGS*

The community of Anderson is particularly favorable for a progressive college. It offers the advantage of a cultivated and prosperous people who identify themselves with the institution in a whole-hearted way. The fabled estrangement of "town and gown" has no existence either in fact or fancy at Anderson. The faculty of the college constitute an honored citizenship and intermingle with the community life. The Chamber of Commerce, Rotary, Lions, and Kiwanis Clubs and all civic movements include it in their programs of co-operation. The Anderson College girl is welcomed as a personal asset and recognized as the symbol of the most vital enterprise of the community. Under these conditions her life produces more than an academic result, it produces the sense of public responsibility and community service.

The college is situated on a commanding elevation, a mile from the center of the city, in the midst of the handsomest private residences and on the Boulevard, one of the great streets of the city. A more beautiful location under the healthiest and most wholesome environment could never have been found for a college.

### *THE EQUIPMENT*

The educational plant fits worthily into its surroundings. It consists of five modern, steam-heated brick buildings, connected by corridors, with ornamental loggias. Its dormitories provide exceptional comforts, affording every girl the practical conveniences found in the best appointed homes. To every room is attached its private bath and lavatory, with

hot and cold running water. The furnishings are uniform and of the best quality. The class rooms are uniform, large, and well ventilated. The dining-room and kitchen are in appointment and equipment unexcelled by the best modern hotels. The charm of Anderson College life is homelikeness and a great spirit of a big family contented and happy.

### *STANDARDS*

In academic requirements, Anderson College maintains in actual performance a level of efficiency in equipment, teachings, and curriculum entitling it to the full recognition of the State Department of Education as a Standard College according to the definitions of the department. Its administration keeps intelligently abreast with the growing demands for academic efficiency through increased requirements for entrance and graduation. Full information of the courses of study offered will be found in this catalogue.



## GENERAL INFORMATION

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### *EXAMINATIONS*

Two regular examinations will be given during the year. These will be held at the close of each semester.

In addition to these regular examinations, class tests are conducted at such times as the instructor in charge may see proper. These quizzes are never to extend over more than one recitation period of one hour.

Absence from examination means failure on the part of the student, and in no case will a second opportunity be given during the same year to stand the examination, unless it can be satisfactorily established that the absence was due to causes entirely beyond the control of the student or her parents. In case of sickness sufficient reason must be given to show that the sickness was of such a nature as to prevent attendance at the time.

### *REPORTS*

Reports are sent quarterly to the parent or guardian of each student, showing her class standing. We desire to keep in close touch with the parent or guardian with reference to the student's progress and welfare in general. Parents are earnestly requested to examine these report cards and co-operate in every possible way with the college in order to strengthen points of weakness and deficiency. Parents can render valuable assistance by a hearty, sympathetic co-operation.

### *CLASSIFICATION OF STUDENTS*

All new pupils must appear before the classification committee for the purpose of consultation with reference to the work done previous to their coming to the college. After a course has been decided upon between student and committee no changes will be allowed after the first week unless the health of the student be involved.

All students are requested to examine carefully the different courses of study offered, and the schedule of hours in order to facilitate registration.

### *ADVANCED STANDING*

Students from other colleges seeking admission to this institution must present letters of honorable dismissal from the institution last attended, together with official certificates showing specifically the subjects pursued, the duration of each course, and the grade attained.

### *WHEN TO ENTER*

Parents are earnestly requested to see to it that their daughters enter the first day of the term, if possible, this for reasons that are evident. Classes are formed and the work is begun then, and the loss of one week may prove a serious detriment during the entire year. Also, students should remain on duty to the last day of the school year. Serious results often follow the loss of a few days during the term, or towards the close of a term.

### *GRADUATION REQUIREMENTS*

To be entitled to a degree or diploma, the student must, in every respect, prove herself worthy of the honor. A diploma given by an institution is an evidence of character, and should in every instance be so regarded.

Upon the satisfactory completion of 60 hours\* of study under the above prescribed conditions, and the regular required work in physical culture, the student will be recommended as an applicant for a degree.

### *GRADES*

A, B, C, are passing grades; D means condition with privilege of re-examination. E, means failure and the course must be taken over.

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\*One hour is equivalent to one recitation per week of one hour for one year.



No credit will be allowed for work done in Summer Schools except by certificate from an accredited summer school, or by examination by the Head of the Department concerned, during the first week of the fall or spring semester.

### *IRREGULAR OR SPECIAL STUDENTS*

Students wishing to pursue a course of study in any of the special departments will be admitted into the college as irregular or special students.

### *REQUIREMENTS FOR ADMISSION*

1. A deposit of \$10.00 is necessary for the reservation of room space and will be credited on first payment.

2. Applicants shall file in office the uniform admission certificate properly filled out and signed by the high school principal of the school last attended.

3. A unit represents a year's study in any subject in a secondary school, the equivalent of 5 forty-five minute recitations a week for thirty-six weeks. For unconditional entrance to the Freshman class, every applicant must present 15 units.

4. The following entrance units must be presented for the A. B. degree and the degree of B. S. in Home Economics:

English .....	3
Mathematics .....	2½
History .....	2
Latin or Modern Language .....	2 or 3

Two units must be offered in some one language. Students fulfilling this condition may offer one unit in another language.

Four and one-half units to be chosen from the following:

English -----	1	
Advanced Arithmetic -----	$\frac{1}{2}$	
Solid Geometry -----	$\frac{1}{2}$	
Advanced Algebra -----	$\frac{1}{2}$	
Latin -----	1	or 2
German -----	1	or 2
French -----	1	or 2
Spanish -----	1	or 2
History -----	1	or 2
Physics -----	$\frac{1}{2}$	or 1
Chemistry -----	$\frac{1}{2}$	or 1
Botany -----	$\frac{1}{2}$	or 1
Zoology -----	$\frac{1}{2}$	or 1
Physiology -----	$\frac{1}{2}$	or 1
Agriculture -----	$\frac{1}{2}$	or 1
Household Arts -----	$\frac{1}{2}$	or 1
Music -----	$\frac{1}{2}$	or 1

5. No credit will be given for work in science unless note-books are presented for inspection or unless satisfactory evidence is given the Head of the Science Department that the proper laboratory work has been done. Any units offered in Music for entrance credit must be approved by the Director of the Music Department.

6. All students who present themselves as candidates for graduation in Music, Art, or Expression must offer 15 units for entrance.

### *THE PRESIDENT'S CHAPEL HOUR*

This is a vital feature and factor in the educational values of Anderson College. Dr. John E. White, the President, brings together the College, including all members of the faculty and student body, three days each week for thirty minutes. It is the inspirational hour of the College life. The College Chorus leads the processional from the halls and the

gathering is dignified and emphatic of order and interest. The addresses of the President cover a wide range of literature, politics, morals and religion. Once each week the student is brought face to face with world affairs. The unanimous judgment of faculty and students would doubtless appreciate the President's chapel hour as an incomparable opportunity. It is the heart-throb of the institution. The tribute of Alumnae in years to come will reckon it among the profoundly constructive influences of their College careers.

### *PHYSICAL TRAINING*

At the opening of College each student will be given thorough physical examination by the doctor and trained nurse in charge. Physical defects will be noted and proper exercise given for their correction.

Setting-up Exercises two hours per week required of all Freshmen and Sophomores.

A thorough knowledge of some game together with other forms of exercise selected by the Director, required of Juniors and Seniors.

Every student becomes on entrance a member of the Athletic Association.

### *UNIFORMS*

Each student is required to have a white middy blouse and black bloomers. The bloomers will be ordered at a nominal sum by the Director; also uniform shoes will be secured.

### *REDUCTIONS*

When a student of the literary course takes more than one major special subject, such as Music, Art, etc., a 5 per cent reduction is made on all charges for tuition and specials, but not on board, provided that bills are paid when due.

When two boarding students (sisters) come from the same home, a reduction of 5 per cent. is allowed on all charges

of tuition and specials, but not on board, provided both remain in the College for the entire semester, and that charges are paid when due.

Pastors actively engaged in the ministry of the Gospel are charged no literary tuition for their daughters in Anderson College. All other charges, including specials, will be made at catalogue rates.

Students entering several weeks late will be charged for board from the time of entrance, but for the full semester on all other charges.

No reduction will be allowed either boarding or day pupils for absence for any cause except illness, and then only when the absence has been as long as a month.

When a student leaves the college before the close of a semester she will be charged for tuition in regular and special studies to the end of the current half-year, and for board at the rate of \$10.00 per week to the time that the management is notified in writing by parent or guardian of her withdrawal.

All bills are payable in advance at the beginning of each semester. Drafts should be drawn payable to Anderson College.

### *IMPORTANT POINTS*

Students not returning after Christmas will be charged to the end of the first semester. No reduction will be made for holidays.

A charge of two dollars per month will be made for each room using an electric cooker.

All checks, drafts, and money orders should be made payable to Anderson College.

It is recommended that a deposit of \$15.00 be made with the bookkeeper for books, sheet music, stationery, etc.

The College will not advance money to students.

Anderson College is not an expensive school and parents are requested to make only a moderate allowance to their daughters for spending money.

The College exercises every precaution to protect property of students, but will not be responsible for losses of any kind.

Students taking special courses such as Piano, Expression, Art, etc., *will not be allowed to drop same except by special permission of the Dean.*

Those remaining at the College during the Christmas holidays will be charged at the rate of ten dollars per week. Students wishing to remain in residence during the holidays must get permission of the Manager.

The entertainment of visitors is a privilege granted when it is convenient to the management, and a charge of \$2.00 per day will be made for such entertainment.

Visitors will not be received on Sunday nor during school hours. Visitors calling on underclassmen are not to prolong their visits beyond 9:30; and visitors calling on Seniors are not to prolong their visits beyond 10:00 o'clock.

In case of serious illness, the parents will be notified immediately.

Teachers and students are required to furnish pillow cases (size 20x32 in.), sheets, spreads, blankets, towels, napkins and any other articles of use or ornament desired for their rooms, such as spoons, drinking glass and pictures, also rain-coat, rubbers and umbrella.

All articles for laundry must be plainly marked with the full name. Trunks and suit cases should be marked with the name of the student before leaving home.

Students are requested to have all dental work attended to before leaving home in the fall.

*All dues to the College must be paid before either a cer-*

*tificate or a diploma or a transcript of credits given will be awarded.*

*A charge of \$1.00 will be made for every transcript issued.*

This Bulletin with its published announcement is to be regarded as equivalent to a contract between the College and its patrons as to charges, and no agent or representative is authorized to promise any different terms of payment unless by written consent of the President or Manager. No former bulletin or publication shall be regarded as authoritative on rules and rates.

All instructions in regard to the students and permissions of parents and guardians should be sent by mail to the Dean of Women.

Parents are asked not to give permissions to their daughters that conflict with the regulations of the college.

Only such restrictions are made as are necessary for the protection and advancement of the student.

The school appropriates to study, recreation and rest, the entire time of the student; therefore parents are asked to discourage visits home.

Care is taken to provide chaperones when necessary. No permissions are granted students to remain out of the school at night, except where parents send such requests to the Dean of Women for her approval.

All mail, packages, boxes, telegrams and telephone messages are subject to the inspection of the management. A limited number of correspondents, approved by parents and Dean of Women, will be permitted.

Parents are urged not to withdraw their daughters before the close of the year, as an injustice is done to both student and college in the mind of the public.

The church of the parents' choice is attended by the stu-



dent every Sunday morning. On Sunday evening the students may attend church in a body.

Students are required to attend chapel services each school day and Sunday School and church on Sunday morning.

No noise is allowed on the campus during recitation hours.

Absences from recitations must be excused upon blanks furnished by the Faculty, and students must return this card signed by Dean of Women at next session following absence.

1. Students are expected to matriculate promptly upon arrival.

2. No student is allowed to withdraw from any class to which she has been assigned except with the written permission of the teacher and the approval of the Dean.

3. Card playing and the use of dice are strictly forbidden, and the possession of either cards or dice shall be prima facie evidence of a violation of this rule. (This rule was adopted by request of the Student Government.)

4. Students coming from other colleges are required to present satisfactory testimonials of honorable dismissal.

### *THE ANDERSON COLLEGE GLEE CLUB*

The Anderson College Glee Club, consisting of thirty select voices under the direction of Miss Saunders, is one of the outstanding organizations of the College and plays an important part in the College life as well as in the Religious, Educational and Social life of the City.

The Glee Club has attracted state wide attention and recognition and recently scored another triumph in their Radio Program given in Atlanta, receiving letters and telegrams of congratulation from every section of the country.

The Christmas Cantata is an important feature on the College Calendar.

*ENDOWMENT AND TRUST FUNDS*

Anderson College, as is the case with nearly all the denominational colleges for women in the South, is dependent upon income from its own operations. In addition to this, there is an appropriation of \$5,000.00 annually from the South Carolina Baptist State Convention. The college has a basis of trust funds in the nature of endowment amounting to about \$10,000.00. The Martha Culver-Smith bequest of \$6,000.00 is now in process of collection with the assurance that the matter will be closed at an early date. The Mary Hubbard Fund is a scholarship endowment bringing in \$100.00 a year. Mrs. W. H. Hunt, one of our trustees, has presented the college with an investment of \$1,000.00 which is accumulating interest at the rate of 7% per annum. From the alumnae and the student endowment movement the college received last year \$1,200.00.

Attention should be called to the fact that the First Baptist Church of Anderson through classes and individuals is providing scholarship funds amounting to the interest on an endowment fund of \$15,000.00 at 8%.

The State Convention has opened the way for a local campaign for endowment and the movement will be prosecuted vigorously during the session of 1927-28. Under normal conditions of agriculture and business this campaign should be able to provide \$100,000.00 for endowment at an early date.

*THE INTERNATIONAL RELATIONS CLUB*

The International Relations Club of Anderson College is a charter member of the Southern Association, and has been since its organization one of the chief campus activities. Meetings are held semi-monthly to study and discuss international problems, with occasional socials and inter-collegiate debates. The meetings are always enjoyable and instructive.



*THE LITERARY SOCIETIES*

Of the student activities, none holds a larger place at Anderson College than does the work of the literary societies. This is true not only because the societies afford opportunities for development of skill in self-expression, but also because they add so largely to the interest and atmosphere of our college life. The annual intersociety debate between the Estherian and the Lanier literary societies takes place at every commencement and is one of the important events of the academic year. It is at this time that interest in the societies is at high tide; but all thru the year the societies are contributing to the possibilities and to the spirit of our college work.

*THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION*

The Y. W. C. A. of Anderson College provides a good opportunity for girls of all denominations to take active part in some religious service. Every two weeks the Y. W. C. A. has charge of a devotional service in the college chapel. Once or twice during the week vesper services are held for a few minutes after dinner.

*THE PROGRESSIVE EDUCATION CLUB*

The Progressive Education Club is one of the most alive and attractive activities on the campus.

Its aim is to develop a professional spirit among prospective teachers, to keep in touch with modern progress in educational matters, to discuss problems relating to teaching and school administration and to put into practice now the spirit of cooperation that makes efficiency and improvement in education possible. The social phase is not neglected and from time to time meets for fun and frolic.

The Head of the Department of Education is the Club's sponsor.

*STUDENT PUBLICATIONS*

*Sororian.* The *Sororian* is an annual publication issued by the Senior class of the college. This handsomely bound, finely illustrated book makes an excellent history in picture and story of the varied life of the school year. It is a highly creditable annual, and its publication should be encouraged by the alumnae and friends of Anderson College.

*Yodler.* The *Yodler* is a newspaper published every two weeks by the students of Anderson College. The editor-in-chief, business manager, and the staff are elected each year by the student body. The paper, which is under the supervision of the professor of journalism, publishes all the college news and is of great interest to the students and alumnae.

*COLLEGE INFIRMARY*

A woman physician and a graduate nurse are in charge of the health department of the college. They hold daily consultation hours in the office of the Infirmary which is situated on the first floor of the East Dormitory. At the beginning of the year each girl is given a careful physical examination and if any defect is found the girl is kept under close observation throughout the year. When girls are unable to attend classes, they are required to be in the Infirmary. Ordinary medicines and dressings are furnished by the College. Where special prescriptions are required, these are paid by the individual student. In case of serious illness the parents are notified immediately by telephone or telegraph.

*STUDENT GOVERNMENT ASSOCIATION*

Anderson students have adopted a careful plan of self-government. Every young woman registering in the institution thereby becomes a member of the Student Government Association. The Association acts with the advice and oversight of the Discipline Committee of the Faculty.

The purpose of student government is to contribute to the highest self government and its ambition is to secure a one hundred per cent individual conscience for the control of stu-

dent relations. Its regulations are the best common sense and practice of the best colleges for women in the country. The appeal is made to every student of Anderson College to join earnestly and practically in maintaining the least possible necessity for the prohibitions and limitations of the regulations of Anderson College life. In this way we will promote happiness of the student herself and the welfare of the college.

### *BOOKSTORE*

The College maintains a book room supplied with textbooks, stationery of all kinds, paper, pen, and ink. The book room is in charge of a manager, who keeps it open certain hours each day. Textbooks are supplied only through the book room. The purchase must always be made in cash.

### *STUDENTS' BANK*

The Treasurer's office maintains a Students' Bank for the convenience of students and teachers. Each student may deposit her spending money and draw it out as she needs it. Students are advised to not keep money in their rooms. The various College Organizations use this depository.

## ENTRANCE REQUIREMENTS

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### ENGLISH—3 or 4 UNITS

Preparation in English must be thorough in fundamentals: A correct and clear English spoken and written, and the ability to read with accuracy, intelligence, and appreciation the best literature. One unit for each full year's work in English is granted. The preparation course, however, must include the requirements in both reading and study as designated below.

#### A.—READING

One selection in each of the following groups, except as otherwise provided under Group I.

*I. Classics in Translation:* The Old Testament (comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther), The Odyssey (about 125 pages), The Illiad (about 125 pages), The Aeneid (about 150 pages). These should be read in English translations of recognized literary excellence.

For any selection from the above group a selection from any other group may be substituted.

*II. Shakespeare:* Midsummer Night's Dream, Merchant of Venice, As You Like It, The Tempest, Twelfth Night, Taming of the Shrew, Romeo and Juliet, King John, Richard II, Richard III, Henry V, Coriolanus, Julius Caesar, Hamlet, Macbeth.

*III. Prose Fiction:* Bunyan—Pilgrim's Progress Part I; Swift—Gulliver's Travels; DeFoe—Robinson Crusoe Part I; Goldsmith—Vicar of Wakefield; Mrs. Gaskell—Cranford; Kingsley—Westward Ho; Reade—The Cloister and the Hearth; Blackmore—Lorna Doone; Hughes—Tom Brown's School Days; Stevenson—Treasure Island; Kidnapped,

Master of Ballantrae, Dr. Jekyll and Mr. Hyde; Poe—Selected Tales; Hawthorne—The House of Seven Gables, Mosses from an Old Manse, The Scarlet Letter; any novel from the novels of Scott, Jane Austin, Dickens, Thackeray, George Eliot, or Cooper.

IV. *Essays, Biography, Etc.*: Addison and Steele—The Sir Roger De Coverly Papers; Franklin—Autobiography; Irving—Selections from the Sketch Book; Southy—Life of Nelson; Lamb—Selections from the Essays of Elia; Lockhart—Selections from the Life of Scott; Macaulay—Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great (any one); Ruskin—Sesame and Lilies or Selections; Dana—Two Years before the Mast; Lincoln—Selected Orations; Woodrow Wilson—On Being Human, When a Man Comes to Himself, or Selected Orations; Parkman—The Oregon Trail; Thoreau—Walden; Holmes—The Autocrat of the Breakfast Table; a collection of Essays by Lamb, De Quincy, Hazlitt, Lowell, or Emerson. Selections from the essays of Gilbert Chesterton.

V. *Poetry*: Palgrave—Golden Treasury; Goldsmith—The Traveller and The Deserted Village; Pope—The Rape of the Lock; Coleridge—The Ancient Mariner, Christabel, and Kubla Khan; Byron—Childe Harold Canto III or IV and the Prisoner of Chillon; Scott—The Lady of the Lake or Marmion; Macaulay—Lays of Ancient Rome; Tennyson—Idylls of the King, In Memoriam, or Selections; Browning—Selected Poems; Arnold—Sohrab and Rustum and The Forsaken Merman; Selections from American Poetry (with special attention to Poe, Lowell, Longfellow, Whittier, and Lanier).

#### B.—STUDY

No selection offered for the work above will be accepted for this group. Any other reading may be submitted to the English Department, and with its approval, be substituted



for any of the above. One selection, studied in the class room, must be offered from each of the following groups:

*I. Drama:* Julius Caesar, Macbeth, Hamlet, Merchant of Venice.

*II. Poetry:* Milton—L'Allegro, Il Penseroso, and either Comus or Lycidas; Tennyson—The Coming of Arthur, The Holy Grail, The Passing of Arthur; Selections from Wordsworth, Keats, and Shelly in Book IV of Palgrave's Golden Treasury.

*III. Oratory:* Burke—Speech on Conciliation with America; Washington's Farewell Address; and Webster's Bunker Hill Oration; Selected Speeches of Woodrow Wilson.

*IV. Essays:* Carlyle—Essay on Burns (with selections from the poems of Burns); Macaulay—Life of Johnson; Emerson—Essay on Manners, or selected essays.

*Note:* Where selections are offered they should include from 150 to 200 pages.

### SCIENCE—2 UNITS

(a) *Botany, one unit.* The preparation in botany should include a careful study of the following divisions of the subject: Anatomy and morphology, physiology, ecology; the natural history of the plant groups and classification. Individual laboratory work by the students is essential and should receive at least double the amount of time given to recitation. Stress should be laid upon diagrammatically accurate drawing and precise expressive description. Candidates must submit a laboratory note-book properly certified.

Where it is not possible to give a full year's work to the subject, botany may be combined with physical geography and physiology in the construction of units.

(b) *Chemistry, one unit.* Preparation in chemistry should include individual laboratory work, comprising at least one hundred simple experiments; instruction by lecture-

table demonstrations to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations; the study of at least one standard textbook to the end that the student may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry. Candidates must submit a laboratory note-book, properly certified.

(c) *Physics, one unit.* Preparation in physics should be conducted upon the general plan suggested for chemistry. The laboratory work should consist of at least twenty experiments in mechanics and sound and twenty in light, heat and electricity. Candidates must submit a laboratory notebook, properly certified.

(d) *Physiography, one unit.* The preparation in physiography should include the study of at least one of the modern text books, together with an approved laboratory and field course of at least forty exercises actually performed by the student.

When it is not possible to give a full year's work to the subjects, physical geography may be combined with botany and physiology in the construction of units.

(e) *Physiology, one-half unit.* Preparation in physiology should include a study of the nature of foods and their history in the body; the essential facts of digestion, absorption, circulation, secretion, excretion and respiration; the motor, nervous and sensory functions, and the structure of the various organs by which these operations are performed. A note-book, properly certified, must be submitted, with careful outline drawings of the chief structures studied anatomically together with the explanation of these drawings.

(f) *Biology, one unit.* A study of a recent text containing the essentials of Botany, Zoology, Human Physiology, or a half year's course in either Botany or Zoology and a half year's course in Human Physiology.

*Note:—*Laboratory work is required for unit credit in

any science period. Agriculture—an approved course in agriculture equal to the above sciences may be counted. The equivalent of the course in L. H. Bailey's "Principles of Agriculture," with suggested experiments counts one unit.

### HISTORY—2 UNITS

For entrance in History each of the following four subjects is counted as one unit.

(a) *Ancient History* which shall include Greek History to the Death of Alexander, and Roman History to 800 A. D.

(b) *Mediaeval and Modern European History* from 800 A. D., to the present time.

(c) *English History*.

(d) *American History*.

Of these four units the student must offer two units, and may offer two additional units.

It is recommended that the preparation in History include, besides the study of a text-book, parallel readings, use of a note-book and taking of notes.

### MATHEMATICS—2 1-2 UNITS

*Algebra, 1 1-2 units.* Wentworth-Smith's Academic Algebra or equivalent.

The fundamental operations, factoring, fractions, equations, involutions and evolutions, inequalities, graphs, theory of exponents and radical expressions, quadratic equations, progressions, logarithms, problems involving different kinds of equation, the Binomial Theorem.

*Plane Geometry, 1 unit.* Wentworth-Smith's Plane Geometry, or equivalent.

A thorough study of the five books of Plane Geometry, with as many original exercises as possible; which includes the study of the theorems concerning straight lines, quadrilaterals, polygons in general; ratio, proportion and similar



figures; loci of points, areas, circles, application of the theorems to mensuration.

### *LATIN—3 or 4 UNITS*

(1) *Beginner's Latin*: The inflexions, syntax of cases and moods, structure of sentences in general with some regard to indirect discourse and the subjunctive, translation of simple prose from Latin to English and English to Latin. 1 unit.

(2) *Caesar*: Gallic War I-IV or its equivalent. Grammar and Prose Composition continued. 1 unit.

(3) *Cicero*: Six orations (four against Catiline and two others). For part of the orations Sallust's Catiline may be substituted. 1 unit.

(4) *Virgil*: Six books of the Aeneid, or its equivalent in Ovid's Metamorphoses. 1 unit.

### *FRENCH*

(1) *Elementary, 2 units*. During the first year the work should comprise: (1) Careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions, the order of words in the sentences, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation, and drill in pronunciation.

During the second year the work should comprise: (1)

The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral, sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

(2) *Intermediate, one unit.* This should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation and drill in pronunciation.

### GERMAN

(1) *Elementary, two units.* During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar; that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the read-

ing lesson (the teacher giving the English) and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) The reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the offhand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

(2) *Intermediate, one unit.* The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses, and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

### SPANISH

(1) *Elementary, two units.* During the first year the work should comprise: (1) Careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, pronouns and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translations into Spanish of easy variations from sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) The reading of from 250 to 400 pages of modern prose from different authors; (2) practice in translating Spanish into English and English variations of the text in Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

(2) *Intermediate, one unit.* For intermediate work in Spanish the student should have completed a course similar and equivalent to the intermediate work in French outlined above.

A test of ability to pronounce and understand Spanish when read to the student will be required.

### COURSE OF STUDY FOR A. B. DEGREE

FRESHMAN YEAR		SOPHOMORE YEAR	
	Required Work		Required Work
English I -----	3	English II -----	3
Mathematics -----	3	History -----	3
History I -----	3	Mathematics	} 3
Latin or		or	
Modern Language -----	3	Science	
Physiology & Hygiene ----	1	Physics	} 3
Bible I -----	2	Chemistry	
		Biology	
		Latin or Modern Language	3
		Bible II -----	2
		Elective -----	1
	<hr/> 15		<hr/> 15
JUNIOR YEAR		SENIOR YEAR	
Psychology -----	3	Sociology and Economics	3
English III -----	3	Elective -----	12
Elective -----	10		
	<hr/> 16		<hr/> 15

In the Junior and Senior years each student must do her major work in one of the following groups, i. e., she must do at least 15 hours of her elective work in subjects listed in one of the groups:

GROUP 1	GROUP 2	GROUP 3
English	Mathematics	French
History	Biology	German
Philosophy	Physics	Spanish
Education	Chemistry	Latin
Bible	Geology	
	Bacteriology	
Required work -----		37 hours
Major -----		15 hours
Other electives -----		8 hours
Total -----		60 hours

Any student may elect work in the departments of Art, Music, Expression, or Home Economics; the amount of credit allowed on the A. B. degree for such work not to exceed six hours.

No student shall receive credit on A. B. degree for work in more than two special departments.

No credit shall be allowed for less than two semesters' work in any special department.

In all subjects in which the second semester's work is a continuation of that of the first semester, no credit will be given unless the course is taken the entire year.

A student must continue for at least one year in College any language offered for entrance credit. A student offering only one unit in modern language must take that language for two years in College.

A student admitted to advanced standing in the Language department, who fails in her work for the first sixty days will be put into the next lower class.

No student may carry more than 18 or less than 15 hours work or its equivalent during any semester unless she shall have the permission of the Dean on recommendation from the Faculty. A request for such recommendation shall be presented in writing to the Faculty within the first two weeks of any semester.



## DESCRIPTION OF COURSES OF STUDY IN COLLEGE DEPARTMENT

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### *THE DEPARTMENT OF ENGLISH*

Anderson College has always emphasized the importance of work in the Department of English.

An easily-working knowledge of the English language in its purity and strength is necessary to all branches of study. It is the indispensable handmaid to professional and business life, on the one hand; and, on the other, is one of the fine arts whose refining influence ministers to character and culture and power.

The required work is standard. The elective courses give valuable material for prospective High School teachers.

### REQUIRED WORK

#### *English 1.—Freshman Composition and Rhetoric.*

A study of Unity, Coherence and Emphasis in the sentence, the paragraph and the theme; with a thorough review of the rules of grammar and punctuation. Frequent written and oral themes. Required of Freshmen, 3 hours a week throughout the year.

#### *English 2.—Survey of English Literature.*

The purpose of this course is to give a background for the more careful study of the great English Masters of Literature. The industrial, social, political and religious life of the people will be related to their literature. Selected readings, frequent papers of interpretation, parallel reading. Required of all Sophomores, 3 hours throughout the year.

#### *English 3.—Advanced Rhetoric.*

An intensive study of the four forms of discourse. Style as well as correctness will be emphasized. Frequent themes. Required of Juniors, 3 hours a week throughout the year.

## ELECTIVE WORK

*English 11.—Journalism.*

A practical course in reporting, designed to train the student for actual newspaper work. Editing and copy-reading and newspaper organization are studied as a background for the basic work of the class. Students are admitted to this class by permission of the instructor. 3 hours a week throughout the year.

*English 12.—Advanced Rhetoric and Criticism.*

Poetics, the short-story, and other literary types are studied. The principles of literary criticism are taught and illustrated. 2 hours a week throughout the year.

*English 13.—The English Novel.*

This course is based on actual reading of the great English novels, with frequent written reports. The work of the first semester begins with Fielding and ends with Stevenson; of the second semester, with Meredith and ends with the present day. Elective for Juniors and Seniors. 3 hours a week throughout the year.

*English 14.—The English Drama.*

This course is based on actual reading, with frequent written reports. The work of the first semester begins with the Mysteries and Moralities and covers the Elizabethan period, excluding Shakespeare, and the Restoration; the modern English drama will be studied the second semester. Elective for Juniors and Seniors. 3 hours a week throughout the year.

English 13 and English 14 will be given in alternate years. English 14 will be offered in 1927-28.

*English 15.—Trends in Modern Poetry and Prose.*

Although this course deals in the main with English and American literature, the work of the great modern writers of



the world is touched upon. Poetry is studied during the first semester, and prose—essays, short stories, novels, biographies, and literary criticism—the second semester. Elective for Juniors and Seniors. 3 hours a week throughout the year.

*English 16.—Nineteenth Century Prose and Poetry.*

The prose study includes Carlyle, Matthew Arnold, Ruskin, and others of this period, with emphasis upon their message for today. The poetry study includes Wordsworth, Coleridge, Keats, Shelly, and others. One type will be given the first semester and the other the second. Elective for Juniors and Seniors. 3 hours per week.

*English 17.—Shakespeare.*

During the first semester, the earlier comedies, historical plays, and tragedies up to Shakespeare's middle period. A study of the play as a whole is followed by an intensive study of the chief characters. During the second semester, Shakespeare's later plays are studied, the major tragedies and later comedies. Elective for Juniors and Seniors. 3 hours per week throughout the first and second semesters.

*English 18.—Tennyson and Browning.*

*Tennyson:* An interpretative study of the poet. Some understanding of his technique will be given; but the treatment will be spiritual rather than technical. To be given the first semester.

*Browning:* An intensive study of *The Ring and The Book* or *Paracelsus*, together with shorter poems and plays. Interpretative reading, with emphasis upon the poet's message. To be given the second semester. Elective for Juniors and Seniors.

*English 19.—Masterpieces of World Literature.*

An effort will be made to introduce the student to some of the literary masterpieces of other nations through a brief

study of English translations. In this course the department will be supplemented by such instructors from the other departments as are specially fitted to teach each selection.

### MATHEMATICS

#### *Course I—Solid Geometry.*

(A)—The usual course in Euclidean Geometry of space with special emphasis on the solution of original exercises. Required of all Freshmen who have not received entrance credits in Solid Geometry. Three hours a week through the first semester.

#### *Course I—College Algebra.*

(B)—This course begins with a review of the fundamental principles of Algebra and includes the study of quadratics, progressions, linear equations, etc. Three hours a week through the first semester. Required of all Freshmen who have received entrance credit in Solid Geometry.

#### *Course II—Plane Trigonometry.*

This course embraces the solution of the right and oblique triangles by means of the Trigonometric functions and by the use of logarithms, also the relations based upon the formulae. Required of all A. B. Freshmen. Three hours a week through the second semester.

#### *Course III—Analytic Geometry.*

This course is intended to give a simple exposition of those portions of Mathematics beyond Trigonometry. It includes that portion of Plane Analytics pertaining to curve plotting of the straight line, circle and the conics. Prerequisite, Course II. Three hours a week through the first and second semesters.

#### *Course IV—Vocational Mathematics.*

This course is intended to make the student efficient and

accurate in matters of practical importance to girls. It covers a review of the essentials of Arithmetic, Mensuration, and practical problems in dress-making, millinery, cooking, heating and lighting of houses and investment. Required of all B. S. students. Three hours a week through the second semester.

### SCIENCE DEPARTMENT

#### *Chemistry I—General Chemistry.*

A course in general chemistry covering the chief laws of the science. Special attention is given to the laws of chemical combination; the theory of ionization; equilibrium, oxidation; reduction; solutions; neutralization processes; and descriptive chemistry of the non-metals. Enough organic chemistry is given to make the course practical and applicable to every day life. Lectures, quizzes and laboratory work. Two hours recitation and two hours laboratory—credit 3 hours. First and second semesters.

#### *Chemistry II—Household Chemistry.*

This course is given with the special needs of students in Home Economics in mind. On such portions of theoretical chemistry is presented as is essential to the comprehension of the applications of Chemistry to household affairs. Two hours laboratory—credit 1 hour.

#### *Biology I.*

(a) Zoology. The habits, physiology, anatomy and economic relations of animals are studied. Genetics and Eugenics with related facts and modern biological theories are discussed.

(b) Botany. This course includes the morphology and physiology of plants, the kinds and relationships of plants and the identification of local flora. Lectures, quizzes, field and laboratory work. Two hours recitation and two hours laboratory—credit 3 hours. First and second semesters.

*Physics I—General Physics.*

A course covering mechanics, properties of matter, heat, magnetism, electricity, sound, and light. The applications to the home and the appliances of everyday life are especially emphasized. Lectures, quizzes and laboratory work. Two hours recitation; two hours laboratory—credit 3 hours. First and second semesters.

*Bacteriology:*

A course in the different processes of media making and of bacteriological technique includes mounting and studying of specimens of the various pathogenic micro-organisms.

*HYGIENE AND FIRST AID*

*(Required Freshman Class)*

One hour a week throughout the year.

General Health Lectures. Things every girl ought to know. Required of first year students.

Red Cross Courses—"Home Hygiene and Care of the Sick"; also "First Aid". Complete course given under instruction of College Nurse and Physician.

Practical demonstration and experience in First Aid Measures. Red Cross certificates in each course awarded to those successfully passing the examinations.

*DEPARTMENT OF HISTORY**History I—European History.*

This is a general course in European History. A rapid survey is made of the Roman Empire, Papacy, Feudalism, Renaissance, Protestant Reformation, French Revolution, the Great War. 3 hours a week throughout the year. Required of Freshmen.

*History II—The Making of Modern Europe.*

The period covered will be from 1789 to present time—from the Congress of Vienna through the World War. A detailed study of the undoing of the peace of Vienna, the development and spread of industrial revolution, the growth of nationalism, and progress in democracy, the significance of Russian and Near East Questions. Special emphasis will be placed upon international relations, upon the alliance and conflicts of interests which caused the World War.

Lectures, textbooks, readings.

Open to Sophomores, Juniors and Seniors.

*History III—English History.*

*England to the Stuarts.* National origins, early political and social organization, feudalism, the rise of the national state, Parliament, the strong Tudor monarchy, and cultural development are some of the principal topics.

*England from James I to George V (1602-1925).* Political and constitutional development, commercial and industrial growth, the colonies, imperial problems and democratic and social reform. 3 hours a week first and second semesters.

*History IV—American History.*

*Colonial Period (1607-1783).* This course deals briefly with the period of discovery but more in detail with the origin and development of political, social, and economic institutions. The chief events of colonial history are considered with especial reference to the relations between the English colonies and the mother-country and the economic and political causes leading up to the Revolution. Other topics are: the struggle for the control of North America by the French and English and the peace of 1763; the territorial, political, and economic conditions of the English colonies in 1763; the new policy of the English government; the development of colonial opposition; the constitutional and philosophical argu-



ments on both sides; the beginning of hostilities; the Declaration of Independence; the progress of the war; Congress as a governing body; the Loyalists; French and Spanish intervention; Washington's triumph; the preliminaries and the terms of peace of 1783.

*The Formation and Growth of the Nation (1783-1925).* The following topics are considered: conditions following the Revolution; government under the Articles of Confederation; adoption of early state constitutions; organization of western territory; interstate controversies; problems of diplomacy and foreign trade; violations of the treaty of peace; paper money; Shay's Rebellion; the Constitutional Convention; analysis of the Constitution; ratification; organization of the national government; development of parties and of the cabinet; establishment of the financial system; the political revolution under Jefferson; international relations; internal improvements; Louisiana Purchase; War of 1812; the development of the West; rise of the cotton South; the new industrialism; the tariff; Missouri Compromise; the Monroe Doctrine, and the rise of Jacksonian Democracy. A thorough study of all topics through the recent war are treated. 3 hours a week first and second semester. (Students expecting to teach in the public schools are advised to elect History III as the second required course in History.)

#### *History V—Political Science.*

Introduction to American Government. This course is devoted to an analysis of the organization and activities of the American government—local, state, and national. Some of the topics treated are: (1) the historical foundations of American institutions; (2) the evolution of federal and state constitutions; (3) the development of political parties and party machinery; (4) nominations and elections; (5) the organization, powers, and duties of the executive, legislative, and judicial departments of the federal, state, and local governments; (6) city government; (7) public administration and administrative reform; (8) a critical estimate of the

abilities of men now in public office or in positions of political importance; (9) government regulation of business through such agencies as the Interstate Commerce Commission, the Federal Trade Commission, and the state regulating bodies; (10) the welfare activities of the various governmental agencies. Emphasis is placed upon the actual work governments perform. 3 hours a week first and second semesters.

### *History VI*

Though effort is made in every course to stimulate the interest in present day questions and international affairs, in this class special attention is given to questions of national import in our country and to the leading world problems. As far as time permits this class is made more than a "Current Events" class and the reasons for present day conditions are studied. 1 hour a week first and second semesters.

### *History VII—Latin-American.*

A study of Latin American conditions in the nineteenth and twentieth centuries, that is, the change from colonial rule to independence, the subsequent political and economic situations, stressing particularly the relation of these countries to the United States. Three hours a week first and second semesters.

### *History VIII—Greek and Roman History.*

(a) *Greek History.* A survey of the civilization of Greece, with special reference to the City-State. Three hours a week, first semester. Open to Sophomores.

(b) *History of Rome.* A general survey of the development of Rome, its glory and decline, the later Empire, Papacy and United Italy. Three hours a week, second semester. Open to Sophomores.

### *History IX—South Carolina.*

A detailed study of the history of South Carolina. Three



hours a week, first and second semesters. Required of students taking Normal Course.

## *SOCIOLOGY AND ECONOMICS*

### FIRST SEMESTER

#### *(A)—Sociology.*

An introduction to general Sociology. This course begins with a study of social origins, then takes up the principles of general Sociology, applying them to a number of concrete problems which concern the family, the state, school and other institutions.

### SECOND SEMESTER

#### *(B)—Economics.*

This course is designed to acquaint the student with the fundamental laws concerning wealth getting and distribution. A study will be made of the problems that arise between labor and capital.

Required for B. S. Degree.

## *DEPARTMENT OF PHILOSOPHY*

### *General Psychology*

A survey of the field of normal human psychology. The principal topics studied are: the structure of the nervous system, the most important mental processes, and the behavior reactions. The course aims to furnish the student with a clear and unified conception of the operations of the mind. First semester; three hours a week. Required of Juniors.

### *Ethics*

After a brief historical introduction, in which several types of ethical theory are reviewed, a system of Ethics is developed in detail. In this development the viewpoint assumed is that of the "Self-Realization School", as worked out by modern idealistic thinkers. The course aims to pro-

vide the student with a working philosophy of life. Second semester; three hours a week. Required of Juniors.

### *Logic*

A study of the terminology and methods of traditional logic, and of concrete examples of valid and invalid reasoning. The course is planned to interest the student in logical theory, but its principal aim is to develop trained methods of thinking in any line of endeavor. First semester; two hours a week. Elective for Juniors and Seniors.

### *Social Psychology*

A study of the consciousness and the behavior of human beings in so far as these are due to social relationships. Social Influences, such as custom, imitation, suggestion, group-conflict; Social Groups, such as crowds, mobs, co-operative groups; and the individual as a social being—these matters furnish the principal topics of the course. Second semester; three hours a week. Elective for Juniors and Seniors.

## *DEPARTMENT OF EDUCATION*

This is a distinctly professional department and its purpose is to fit young women to teach in the public schools of South Carolina and neighboring states.

To be efficiently and professionally trained, students should have a broad liberal education, cultural in its refinement of powers, with specialization in those subjects which train them in the development of the scientific art of teaching.

To achieve this end, courses are offered which promote academic scholarship, the fine, expressional, and home arts, and various elective or required work in education and educational psychology.

While these various courses are provided, the main work is to train and develop teachers.

To meet the demands of the state for better trained teachers and to meet the requirements of the State Board

for the professional certification of teachers, the college is now offering two Two-year Normal Curricula in addition to the Four-year curriculum leading to the bachelor of arts degree.

The Normal and college Curricula require for entrance a four-year State High School diploma or an equivalent preparation, or that the candidate pass an examination equivalent to that offered in such schools.

No student in the short courses has completed either Two-year curriculum until all the work has been passed successfully.

Students taking advanced work are advised to elect the Practical Course in Expression, Community Singing, Public School Music, Industrial Art, and Home Economics.

The required observation or practice teaching is done in the elementary and high schools of the Anderson Public School System.

### COLLEGE COURSES IN EDUCATION

Students who are taking the regular college courses leading to an A. B. or B. S. degree may take advanced work in Education as electives. But all students who are working for professional certification must take Educational Psychology as one course of the minimum 18 semester hours required by the State laws.

#### COURSES OPEN TO JUNIORS AND SENIORS

	Hours
Education 3A, 3B -----	3
Education 4A, 4B -----	3
Education 5A, 5B -----	3
Education 6A, 6B -----	3
Education 7A, 7B -----	3
Education 8A, 8B -----	3
Education 9A, 9B -----	3
Educational Psychology 2A, and 2B, or 2C -----	3
Educational Psychology 3A, 3B -----	3

## EDUCATION

1. *A. Introduction to Education:*

This course deals with study habits and their formation; the aims and practices of contemporary educators, with the view in mind of giving the student a sympathetic understanding of school thought, problems, and the scope of the field of education.

1. *B. Pedagogy and School Law:*

The purpose of this course is to acquaint the student with the fundamental principle of elementary school management, the State school laws as they affect the elementary schools and the teacher's relationships to the community, school patrons, fellow-teachers and administrative officers.

2. *A. Methods of Teaching in the Primary Grades:*

A very definite course in teaching the primary subjects in the first three grades. Prerequisite 1A, 1B.

2. *B. Observation and Practice Teaching in the Primary Grades:*

No student is admitted to practice teaching until the first year work is completed.

This course gives the students actual experience in observation work, analysis of the teaching process, and meeting the problems which arise in school room activities.

Reports, discussions and conferences with the critic teacher all aid in developing skilled technique in the art of Teaching.

3. *A. Rural Education:*

This is a course for the rural teachers and those entering rural schools. A study will be made of the immediate needs of the neighboring counties, after working out the conditions as they exist, and constructive plans developed to promote education and the improvement of rural life conditions.

### 3. B. *Community Organization:*

A course designed for those preparing for rural school work or rural leadership. The country school teacher is more and more becoming the "Social Engineer" and "Community Manager" in the region chosen as the field of work.

*Topics:* Health, social problems, community surveys, the modern rural school as a social center and its co-ordination with church and Sunday School, community organization, athletic, industrial and cultural activities. Practical opportunities for service will be a part of the laboratory work.

### 4. A. *Teaching and Supervision of History and Civics in the Elementary Schools:*

The supervision and teaching of history and civics in the elementary school will be taught the first semester; observation of history and civic instruction; organizing and selecting subject matter; and supervising principles.

### 4. B. *Methods in the Elementary School Subjects:*

This course is a continuation of 4A and the selection and organization of subject matter, methods of presentation for the various subjects of the elementary school subjects other than history and civics are emphasized.

### 5. A. *Principles of Secondary Education:*

This course considers the aims, curricula, organization and administration of secondary education. Attention will be centered upon the high schools of South Carolina.

### 5. B. *Teaching the High School Subjects:*

This course is intended to give those who are preparing to teach or serve as high school principals a more thorough understanding of the problems with a view to reorganizing subject matter to meet the needs of high school students. A term paper will be developed by each student based upon class discussions, findings and subject of the special subject that particular student is preparing to teach.



### 6. A. *Teacher Training:*

Fundamental principles of Normal School Training and Class Teaching are discussed, and the best methods employed in training teachers for efficiency in the school room will be put into practice.

The physical condition of the school room, observation of skilled teachers, conferences with the critic teacher, and the critique lesson, are important factors in this course.

The project plan of organizing topics will be fully developed. Type studies as a basis for class room instruction, lesson planning and practice teaching are specialized. Several large units or type studies will be worked out by the students.

### 6. B. *A Continuation of Teacher Training:*

The students will have an opportunity to do practice teaching in the grades in which they expect to specialize, in the Anderson City Schools.

### 7. A. *Class Management and Art of Study:*

This course deals with class management as distinguished from class instruction; physical conditions, groups, programs, attendance, discipline, individual adjustments, incentives, grading and the development of good study habits.

### 7. B. *History of Education:*

A general survey is made of the most important factors in the history of education; education among the early cultured peoples; development of education in Greece and Rome; recent educational and sociological tendencies in the United States; the movement for industrial education. Parallel reading and written reports.

### 8. A. *Principles of Teaching:*

A course dealing with present theories of teaching as modified by recent psychological and sociological investigations. The student is expected to get control of the principles

by using them and to have practice based on well understood reasons but capable of modification if necessary.

*8. B. Educational Sociology:*

The purpose of this course is to introduce the student to the basic facts of social life that have special significance for teachers and for the school as a social unit.

*9. A. School Administration:*

In this course problems of organization, and management, the school plant and equipment, selection of teachers, classification and marking systems, methods of scoring teachers, and extra-curricular activities will be discussed.

*9. B. Methods in the Special Subjects:*

The purpose of this course is to treat the special elementary subjects in regard to choice of subject matter and methods of presentation so that students will have acquired skill in teaching drawing, writing, music, nature study, making programs for special occasions and such other phases of work that will make teaching dynamic.

*10. A. Story Telling and Children's Literature:*

A study is made of nursery rhymes, fairy stories, traditional tales, Bible stories, mysteries, biography, nature, realistic stories and all kinds of literature interesting to children. Expression Department.

Required of all students taking Primary work.

## EDUCATIONAL PSYCHOLOGY

*1. A. Introduction to Educational Psychology:*

The primary purpose is to give the student a working knowledge of the psychological principles involved in learning, with emphasis upon original tendencies and their modifiability, habit formation, laws of learning and individual differences.

Required of first year Normal students.



### 1. B. *Child Study:*

The physical development, original tendencies, instinctive acts, memory, attention, individualism, and other phases of child life will be studied for the purpose of acquainting the prospective teacher with the development and behavior of children.

Required of Normal students.

### 2. A. *Educational Psychology—Advanced Course:*

The first semester the class will consider native endowment; habit formation; the technique of learning; individual differences; experimental findings in the learning process; intelligence tests.

### 2. B. *The Psychology of Childhood:*

This course will be given the second semester. Attention will be centered on the general and practical truths scientifically determined by the study of children; their physical nature, growth, development; periods of childhood; suggestion, habit, moral development; influences affecting personality.

### 2. C. *Psychology of Adolescence:*

This course will be taught in the spring of 1928 alternating with 2. B.

This course is planned to aid teachers to understand and sympathize with the youth of both sexes during the adolescent period. Prospective teachers in high schools and the advanced grammar grades will find this course most valuable. The method includes discussions, reports, and parallel readings. 2. A. and either 2. B. or 2. C. are required of all advanced students of education.

### 3. A. *Psychology of Learning the Common Branches:*

This course for the first semester will deal principally with the different psychological questions arising in the teach-

ing of the common branches in our schools: what the different type children should be able to accomplish, variation and correction of human capacities, inheritance of mental traits, behavior. In this course will be brought out the ways in which children learn different subjects and what corrections should be made.

### *3. B. Psychology of Thinking:*

This course deals with the training and development of reflective thinking; inductive and deductive methods. The problem solving method as developed by Dr. John Dewey is applied to specific problems. The best psychological and educational practice as recognized by the modern educators is demonstrated and discussed from the psychological standpoint and its influence upon the educative process.

Courses 3A and 3B are recommended to all students of education.

## *DEPARTMENT OF LATIN*

### *1. Virgil:*

Translating, Grammar and Prose Composition. A review of forms. Study of Mythology. The story of the Aeneid is read in a standard metrical translation. Three hours per week both semesters.

### *2. Cicero:*

De Senectute is read during the first semester, and De Amicitia during the second semester. The work in this course aims not only at translation, but also understanding the philosophy of Cicero. Composition and Grammar. Two hours per week.

### *3 (a). Livy:*

Reading of selections from Livy's History of Rome. Special attention to the syntax of verbs. Two hours per week first semester.

3. (b). *Horace*:

Selected Odes and Epodes, Prosody. Two hours per week second semester.

4. *The Teaching of Latin*:

An attempt is made to show that Latin in the high schools can be made interesting and attractive. Rapid reading of high school texts. Two hours per week both semesters.

5. *A Survey of Latin Literature*:

Parallel reading and lectures on the history of Latin Literature. This course does not pre-suppose ability to read Latin, but is elective for any student interested in literature. The Latin Classics are read in standard translations. One hour per week both semesters.

*DEPARTMENT OF MODERN LANGUAGES*

The purpose of the work in this department is to give the student a *practical* knowledge of the language she studies; to develop the power of literary expression; to broaden the mind and cultivate the taste by an introduction to the best literature of the language. Careful attention is given to grammar, conversation, translation, reading and composition.

## FRENCH

Mlle COUESSIN

*French A.—Elementary French.*

This course is the equivalent of two high school units in French. A thorough knowledge of the rudiments of grammar including the essentials of syntax, with the mastery of the more common irregular verbs. Correct pronunciation and a correct use of French idiom are insisted upon from the beginning. Dictation, composition, conversation and reading. Three hours a week; credit one unit, or 3 year hours if taken as a second language.

*French I.—Intermediate French.*

Open to students who offer two units in French for entrance or who have completed French A. French phonetics, syntax, composition; readings from authors of note; exercises in speaking; writing from dictation. A systematic study of French Grammar and syntax introductory to theme writing and oral narrative. As far as possible, French is the language of the class room. Three hours a week.

*French II.—Advanced French.*

Conversation, free composition and letter writing. Class and collateral reading of XIX century and contemporary prose and poetry with simple biographical and critical notes. Study of Dumas, Balzac, Anatol France, Hugo, Lamartine, Yussset, De Lisle de Heredia. Course conducted in French open to students who have completed French I or its equivalent. Three hours a week.

*French III.—Literature, Composition, Conversation.*

A survey course in French literature as comprehensive as possible, with illustrative reading. Special attention given to XVII century. One hour a week will be given over to oral reports, reviews and discussion of magazine and newspaper articles and current events in France. French is the language of the class room. Three hours a week.

## GERMAN

## DEAN VON HASSELN

*German A.*

This course is intended to give students an opportunity to begin the study of German. Fundamentals of German grammar; translation, dictation, conversation; reading of easy texts. Modified direct and grammatical method. Three hours a week.

*German I.—Intermediate German.*

Review of grammar; reading of easy poetry, short stories and comedies. Translations, composition and conversation based on the texts read. Three hours a week.

*German II.—Advanced German.*

Reading of standard authors; advanced composition, letter writing and conversation. Three hours a week.

## SPANISH

DEAN VON HASSELN and MILE COUESSIN

*Spanish A.—Elementary Course for Beginners.*

Grammar, dictation, conversation and translation. Hills and Ford's First Spanish Course and Pittaro's Spanish Reader. Open to all students. Three hours a week.

*Spanish I.—Intermediate Course.*

Review of grammar; composition with special attention to idiomatic expression; dictation; reading and discussion of modern novels and short stories. Conversation. Seymour and Carnahan's Short Review Grammar and supplementary reading texts. Three hours a week.

*Spanish II.—Advanced.*

Composition and conversation based on readings from authors of note, including Cervantes' Don Quixote. Three hours a week.

## SCHOOL OF THE BIBLE AND CHRISTIAN SERVICE

The management of the College has the settled conviction that a Christian institution of learning ought to be Christian through and through, and the courses of study offered should be such as to develop not only the mental powers of the student but the spiritual as well. The study of the Bible is emphasized, therefore, for its cultural value, for

its influence in developing Christian character, and for the purpose of equipping the student to take an active part in the work of the church at home and for the larger phases of work of the Kingdom. The approach to the Bible will be in the devotional spirit with the consciousness always that it is the word of God.

Since religious teaching and training have been so largely turned over to the Sunday School, and since it has become one of the mightiest agencies for the evangelizing of the world and for the developing and training of the forces for Christian service, the college devotes two years to this work, giving the major part of the time to a mastery of modern Sunday School work and methods.

The courses in the Bible and Christian Service have been so arranged and articulated that students who complete these courses will be awarded the full "Blue Seal Diploma" by the Sunday School Board of the Southern Baptist Convention and also a certificate for the B. Y. P. U. course.

## FRESHMAN YEAR

### *Course 1. The Bible.*

*First Semester—Old Testament.* The work of this class will be directed to accomplish three things during the year: (1) To get a clear and consecutive view of Old Testament history. To do this, the history of the Hebrew race and its institutions as told by the inspired writers will be followed as the main study. (2) The personality and the messages of the great Hebrew leaders will be studied in their settings and under the special conditions with which they had to deal. (3) The teacher will seek to familiarize the pupil with the development of the Messianic hope, with the purpose of showing the preparation of the world for the advent of the Redeemer. The American Revised Bible is the real text-book.

*Second Semester—The New Testament.* The work of this class will be directed along three lines:



(1) Introductory. The political, social and religious life of the Jews preceding the advent of the Redeemer will be studied, together with the geography, manners and customs of Palestine with a view to preparing the student for an intelligent approach to New Testament conditions.

(2) The life of Christ will be studied as it is recorded in the four Gospels. In this work a harmony of the gospels will be the text-book.

(3) The development of Christianity, as it is presented in the Acts and in the Epistles, will be followed, with a view to familiarizing the pupil with the growth of Christianity during the Apostolic age. This will be followed by an intensive study of Winning to Christ. Three times a week throughout the year.

### SOPHOMORE YEAR

#### *Course II (a)—Sunday School Pedagogy (Christian Service).*

The first semester will be devoted to a thorough study of the modern Sunday School. The work will comprise Standardization, Organization, Equipment, Qualifications and Duties of Officers and Teachers, Laws of Teaching, "Pupil Life", and a bird's-eye view of Bible History. The New Convention Normal Manual will be the text-book. On the successful completion of this book the student will receive from the Sunday School Board of the Southern Baptist Convention "The King's Teacher" Diploma.

#### *Course II (b)—Continuation of Course II (a).*

The second semester will be given to a fuller study of the different departments of the larger or "departmentized" Sunday School, "Organized Classes", and demonstration work in the organization and management of both the smaller and the larger Sunday School. The text-books used will be from the courses offered by the Sunday School Board of the Southern Baptist Convention. Each book successfully com-



pleted will entitle the student to a seal for her diploma. Two hours a week throughout the year.

## JUNIOR YEAR

### *Course III (a). The Bible.*

*First Semester.—The New Testament.* An advanced course. It includes a review of the principal facts in the life of Christ, with major attention on the development of his mission; the teachings of Jesus as set forth in the gospels, with a view to the mastery of his fundamental principles and their application to modern conditions and life; and thorough study of The Acts and (in supplement) The Epistles, with special emphasis on the organization of Christianity.

### *Course III (b). The Bible (Continued).*

*Second Semester.—The Old Testament.* An advanced course. It includes a fuller study of the growth and developments of the Hebrew race and their social, ethical, and spiritual ideals; special study of some of the historical, poetic, and prophetic books; the gradual preparation of the world for the advent of the Saviour; and a brief survey of ancient monuments as to the absolute accuracy of the records of the Old Testament. Twice a week throughout the year.

## SENIOR YEAR

### *Course IV. Christian Service.*

*First Semester.* This semester will be devoted to a study of Christian history,—a brief review of the first century followed by the development of Christianity from the close of the Apostolic Age to the present time.

*Second Semester.* The work of this semester will embrace a brief study of the origin and the development of the Sunday School, emphasizing the place of teaching in the work of the Kingdom; a study of Christian Missions,—Biblical basis, expansion, present needs and opportunities for missionary

service; brief study of the various missionary and other Christian service organizations of Southern Baptists. Twice a week throughout the year.

### *New Testament Greek.*

The unsurpassed mental discipline values of the study of the Greek of the New Testament is now admitted by most of the great teachers. The *earnest Christian student*, man or woman, finds the greatest possible incentives to pursue this subject. The College offers two-year courses. No credit will be given toward a degree unless the full course is successfully completed.

## OUTLINE OF COURSES

### *Course V (a).*

An introductory course, in the forms, vocabulary, grammar, and syntax of the language. An earnest effort will be continued to secure a complete mastery of each of these.

Text-book: Beginner's Grammar of the Greek New Testament (Davis). Three hours a week throughout the year.

### *Course V (b).*

An advanced course. The work on the mastery of forms, vocabulary, grammar, idioms, etc., will be continued. More advanced work in translation will be given. This course includes the reading of at least two of the gospels and other portions of the New Testament, and a careful study of one of the gospels with special emphasis on grammatical interpretation.

Text-books: Greek New Testament (Nestle or Wessatt & Hart). Short Grammar of the Greek New Testament (Robertson). Three hours a week throughout the year.

## INTENSIVE STUDY OF MISSIONS

In addition to the regular curriculum of the Department of Bible and the organization of Christian culture, an elective

course in the study of Missions will be conducted under the auspices of the Woman's Missionary Union of South Carolina and its faculty of teachers.

### *THE PRESIDENT'S CHAPEL HOUR*

This is a vital feature and factor in the educational values of Anderson College. Dr. John E. White, the President, brings together the College, including all members of the faculty and student body, three days each week for thirty minutes. It is the inspirational hour of the College life. The College Chorus leads the processional from the halls and the gathering is dignified and emphatic of order and interest. The addresses of the President cover a wide range of literature, politics, morals and religion. Once each week the student is brought face to face with world affairs. The unanimous judgment of faculty and students would doubtless appreciate the President's chapel hour as an incomparable opportunity. It is the heart-throb of the institution. The tribute of Alumnae in years to come will reckon it among the profoundly constructive influences of their College careers.

### *DEPARTMENT OF HOME ECONOMICS*

#### *Foods I*

This course includes a study of the composition and nutritive value, function, and classification of foods. The preparation of suitable foods for breakfast and lunches at a moderate cost. Stress on food selection.

Laboratory fee: \$7.00. Required of Home Economics Freshmen. Elective for all students.

#### *Foods II*

This course is a course in more advanced food study and preparation. Their source, manufacture, adulteration, and supply are studied. Well-balanced dinners at various costs are prepared and served.

Laboratory fee: \$10.00. Required of Home Economics Sophomores.

### *Dietetics III*

Digestion, absorption, and metabolism of fats, proteins, and carbohydrates are studied. The planning and preparing of meals according to the fuel requirements of each individual served. Diets for the sick are planned and calories calculated.

Laboratory fee \$2.50. Required of all Home Economics Juniors. Elective for all students.

### *Clothing I*

Simple garments are made. A little drafting is done. Commercial patterns are used mostly. Materials and patterns are selected with reference to the suitability of color and other principles of art. Stress on clothing selection.

Laboratory fee: \$1.00. Required of all Home Economics Freshmen. Elective for all students.

### *Clothing II*

This course includes the making of a fitted lining for use in fitting. A further study of materials, patterns, and principles of design as applied to construction of garments.

Laboratory fee: \$1.00. Required of Home Economics Sophomores.

### *Millinery III*

This course includes the making of patterns for hats, the making of a wire frame, the covering of frames with velvet, silk, and other materials, making flowers and bows, renovating of old hats.

Required of Home Economics Juniors. Elective for all students.

*Clothing IV*

This course includes a study in draping, using unbleached muslin, and then more expensive materials.

Required of Home Economics Seniors.

*Housewifery II*

This course includes the study of lighting, heating, cleaning of metals and furniture, dyeing, and other household problems.

Laboratory fee: \$1.00. Required of Home Economics Sophomores.

*House Planning IV*

This course includes the study of the house from pre-historic man through the architectural periods; planning and furnishing the house in reference to the need of different types of families living on different incomes.

Required of Home Economics Juniors.

*Home Economics X: Methods of Teaching Home Economics.*

This course is designed to meet the needs of students who wish to teach Home Economics. It deals with the organization of courses of study; planning type lessons; equipment of Domestic Science laboratories; the methods used in teaching Home Economics; review of text books used in the elementary and secondary schools.

Required of Home Economics Juniors.

*Practice Home IV*

This course is carried on in the Practice Home, and the students assume all responsibilities. A practical application of nutrition, preparation, and serving of foods; housework, homemangement, hospitality, and social group living are problems stressed.

Required of Home Economics Seniors.

*Home Management IV*

This course gives a brief study of the history of the family and the meaning of home making at the present time; budgeting in relation to various incomes; household accounts; existing social conditions in their relation to the home.

Required of Home Economics Seniors. Elective for all students.

*Lunchroom Management IV*

Practice is given in handling materials in large quantities for lunchrooms. Cost of raw materials, cost of preparation, number of servings, overhead expense, and profit and loss are figured.

Required of Home Economics Seniors.

*Teaching Home Economics IV*

Before graduation Seniors are required to do practice teaching two hours a week.

FOUR YEAR COURSE LEADING TO DEGREE OF B. S. IN  
HOME ECONOMICS

<i>Freshman</i>		<i>Sophomore</i>	
	Credit Hours		Credit Hours
English Literature I	1	English Lit.	3
Composition I	2	Chemistry	3
Biology	3	Foreign Language	3
Math I	3	Foods II	2
Foreign Language	3	Clothing II	2
Foods I	1	Housewifery	1½
Clothing I	1	Psychology	1½
Art (Principles of Design)	1		
	<hr/> 15		<hr/> 16



*Junior**Senior*

	Credit Hours		Credit Hours
Educational Psychology -	1½	Sociology and Economics -	3
Chemistry (Organic, Foods, Textile) -----	3	Physics -----	3
Bacteriology -----	1	Education -----	1½
Principles of Education -	1½	Arts (Dress Designing) -	1
History -----	3	Nursing and Child Care -	1
House Planning -----	1	Clothing IV -----	1 <i>5 hrs.</i>
Clothing III -----	1	Practice Home -----	1
Dietetics -----	3	Home Management -----	1
H. E. Methods -----	1	Lunchroom Management -	1
		Student Teaching Home Economics and Science	2
	<hr/> 16		<hr/> 15½

*ART DEPARTMENT*

The Art Department is in the hands of a specialist. Pupils satisfactorily completing the course will receive a diploma or certificate.

Students completing various branches of art are given just as much attention as those finishing the regular art course and will be given certificate according to their achievements.

A knowledge of the principles of drawing is absolutely necessary to the successful pursuit of any branch of art. No pupil, however talented, is able to advance without correctness in drawing. The first and greatest object is gained in the careful training of hand and eye in accuracy of outline and true rendering of light and shade.

“Art is not a mere recreation. It should be studied seriously as it is a keynote to mathematics, industrial art, and all higher art.”—*John Ruskin*.

## FOUR YEAR DIPLOMA COURSE IN DRAWING AND ART

<i>Freshman</i>		<i>Sophomore</i>	
	Credit Hours		Credit Hours
English I -----	3	English II -----	4
Foreign Language -----	3	Foreign Language -----	3
Bible I -----	2	European History -----	3
Hygiene -----	1	Art (see description) ---	6
Art (see description) ---	6		
	<hr/> 15		<hr/> 16
<i>Junior</i>		<i>Senior</i>	
Foreign Language -----	3	Art History -----	2
Elective in Eng. Lit. ---	2	Costume Design -----	1
Elementary Design -----	1	Elective in Education ---	3
Art -----	9	Art -----	7
		Art Methods -----	3
	<hr/> 15		<hr/> 16

## DESCRIPTION OF STUDIO WORK

*Freshman*—Drawing in charcoal and pencil from casts and still life. Single objects and groups. Elementary perspective. Light and shade. Explanation and practice of color chart. Still life studies in water colors.

*Sophomore*—More advanced studies in charcoal from casts and still life. Water color sketches from objects in and out of doors. Simple still life oil studies.

*Junior*—Oil and water colors from objects and life. Painting of draperies and textures and variety of still life objects. Elementary design. Line, mass and color harmonies in various forms of patterns; exercises to develop intelligent choice and judgment. Source of color and design in nature. Matching values and hues.

*Senior*—Advanced painting in oil and water colors from objects, still life and nature. Costume design. Principles of design applied to costume. Problems in line and color harmony, original designs. Pencil, charcoal, brush, ink and water colors.

*Specials*—The different branches of art in the different mediums, charcoal, oil, water colors and china painting. Arts and crafts.

### DEPARTMENT OF EXPRESSION

The Department of Expression takes its pupils as it finds them, doing for each and for all whatever is necessary to call out their inborn powers. It does not aim to fill their minds with unwelcome knowledge of many things of little value, but does seek to aid the student, first of all "to find himself", to develop his native ability, to learn how to think and what to do, in order to become strong. It makes him familiar with what the master minds of the world have done toward expressing their ideas, and shows him how he may become a thinker and a doer—in short, a trained power among his fellow men.

From the beginning of the student's course, creative work is required in conversation, discussions, problems, recitations, dramatic interpretations. Various practical modes of expression for quickening spontaneous energy continue through the entire course. A simple and practical idea is placed before students for interpretation or expression, to demonstrate their own power and cause them to become natural, spontaneous, individual and self-confident.

Students are required to give short talks on every-day topics, incidents in their own lives, or subjects in which they are interested, or about which they are reading. The inner life of the student is thus deepened and expressed. The stimulating effect of this training upon discouraged or repressed persons is often marvelous.

Practical courses are given to students to develop the power to think on the feet, and to secure a vocabulary, not only of words, but of voice modulations and pantomimic actions. The students receive practical exercises and studies to awaken a true ideal of speaking, the art upon which liberty and the progress of mankind depend. These exercises develop mental power and grasp, logical method and control of feeling, as well as of voice and body.

Three distinct courses are offered: Expression, Public Speaking and Story Telling. There is a four-year course and there are also two two-year courses.

The Diploma in Expression is awarded to those who complete satisfactorily the four-year course.

The Certificate in Expression is awarded to those who complete satisfactorily either of the two-year courses.

Any of these courses may be taken along with the regular A. B. degree.

## DESCRIPTION OF COURSES

### *First Year.*

Correct Breathing; Physical Exercises for Freeing the Body; Individual Faults Overcome; Principles of Voice Production; Placement of Tone; Vowel Drills; Difficult Consonant Combinations; Defects of Speech; Articulation and Enunciation; Glottis Stroke; Emphasis; Pitch; Quantity; Movement; Inflection; Analysis; Hand Movements, Gesture; Facial Expression; Extemporaneous Speaking; Bible Reading.

### *Second Year.*

Climax; Series; Sudden Break; Mechanics; Cutting of Selections; Poise; Imagination; Poetry; Platform Art; Criticism; Public Speaking; Arranging of Programs; Contests in Quick Thinking; Review of Principles; Bible Reading.

*Third Year.*

Plays; Posings; Pantomimes; Dramatic Instinct; Complete Analysis; Public Recital; Review of Principles; Character Work; Impersonation; Dialect Readings; Costume Work; Musical Readings; Harmonic Training; Bible Reading; Repertoire.

*Fourth Year.*

Monologue; Co-operative Pantomime; Problems in Voice and Body; Tone Production; Dramatic Spirit; Lyric Spirit; Platform Art; Psychology of Vocal Expression; Harmonic Training; Public Recital.

## OUTLINE OF COURSE REQUIRED FOR DIPLOMA

*Freshman*

	Hours
Private Lessons -----	1
Practice two hours a day -----	3
Class work (Theory) -----	2
Composition and Literature -----	3
History -----	3
Modern Language -----	3
Physical Education -----	—
	15

*Sophomore*

Private Lessons -----	1
Practice two hours a day -----	3
Class work (Theory) -----	2
Composition and Literature -----	3
History -----	3
Modern Language -----	3
Physical Education -----	—
Dramatic Art and Play Production -----	—
	15

*Junior*

Private Lessons -----	1
Practice two hours a day -----	3
Class work (Theory) -----	3
Bible -----	2
Electives -----	6
Physical Education -----	
	—
	15

*Senior*

Private Lessons -----	1
Practice two hours a day -----	3
Class work (Theory) -----	3
Art History -----	2
Electives -----	6
Physical Education -----	
	—
	15

## DRAMATIC ART AND PLAY PRODUCTION

This course is designed to aid dramatic coaches, community workers, teachers and others who are called upon to take part in and direct plays. Practice will be given in the interpretation of both normal and eccentric characters. Modern methods of staging, lighting and costuming will be presented and suggestions made for inexpensive settings. A special study is made of the selection and use of material. Superior lists will be presented. Short plays and scenes from longer plays will be worked out in class. Complete plays will be given in public.

Open to students who are registered in Expression.

The aim of the Department is to develop the mind, body and voice not only to give vocal interpretation to good literature, but to give clearness, purity, richness and beauty to the spoken word. The work is based on the most modern methods of teaching vocal expression and interpretative study of lit-



erature, story telling and conversation; reading and acting plays, and extemporaneous speaking. The training is done by whatever exercises are found necessary to meet the individual need.

Step by step the students are prepared to appear in public. First, they appear in studio recitals; next in chapel; finally, in public performances.

From time to time, students furnish programs for various organizations in town and also in the surrounding rural districts. This practical training is valuable and produces most gratifying results.

### COMMERCIAL DEPARTMENT

The Department offers three distinct courses:

- I. The One-year Secretarial Course.
- II. The One-year Commercial Course.
- III. The Two-year Course in Business Administration designed especially for those who intend to teach Commercial subjects.

### CURRICULA

#### *I. The One-year Secretarial Course*

	Credit Hours
Typewriting -----	3
Shorthand -----	5
Spelling and Word Study (first semester) . }	2
Business English (second semester) ----- }	
English I -----	3
Penmanship (if necessary) -----	2

#### *II. The One-year Commercial Course*

Typewriting -----	3
Shorthand -----	5
Bookkeeping 1 and 2 -----	3

Spelling and Word Study (two hours week first semester)	1
Business English (two hours week second semester) -----	1
Commercial Arithmetic (two hours week first semester)---	1
Office Training (two hours week second semester) -----	1
Penmanship (two hours week first semester) -----	1
Commercial Law (two hours week second semester) -----	1

*III. The Two-year Diploma Course in Business Administration.*

*First Year*

Typewriting -----	3
Shorthand -----	5
Bookkeeping 1 and 2 -----	3
Spelling and Word Study -----	1
Business English (two hours week second semester) -----	1
Commercial Arithmetic (two hours week first semester)---	1
Office Training (two hours week second semester) -----	1
English 1 -----	3

*Second Year*

Advanced Typewriting and Shorthand -----	4
Advanced Bookkeeping 3 and 4 -----	2
Business Organization (two hours week first semester)---	1
Education I -----	3
Commercial Law (two hours week second semester) -----	1
English II -----	3
Methods of Teaching Commercial Subjects -----	2
Practice Teaching -----	2

The "Methods of Teaching" and "Practice Teaching" and Education are for students who intend to teach; others may substitute electives in other departments.

The Two-year Diploma Course in Business Administration leads to the Teacher's Certificate issued by the State Board of Education which is valid for teaching the commercial subjects in High Schools.

Any one of the above courses may be taken along with

the work for the A. B. degree if desired, the student receiving upon graduation the regular Business Certificate along with her Degree.

## DESCRIPTION OF COURSES

*Shorthand*—Gregg System. Mastery of principles; phrase writing; vocabulary building; developing speed in writing, reading and transcribing; dictation practice covering businesses of various kinds.

*Touch Typewriting*—Learning the keyboard; frequency drills; developing evenness of touch; tabulating; statement work; speed tests.

*Spelling and Word Study*—Pronunciation; correct spelling; definitions; business terms; synonyms; antonyms; homonyms; syllabication; application of words learned.

*Business English*—The sentence; review of parts of speech; vocabulary study; errors and their elimination; the mechanics of a business letter; outline and forms of address; types of business letters.

*Bookkeeping I*—Proprietorship—Foundation work; laws of debits and credit; books of original entry; posting; trial balance; financial statements; closing entries; business forms; real and nominal accounts.

*Bookkeeping II*. Partnership—Advanced application of principles; capital accounts; fixed assets; special column books; controlling accounts; reserve and depreciation; accruals and deferred charges; income analysis.

*Commercial Arithmetic*—Decimals; fractions; denominate numbers; measurements; percentage; interest and discount; stocks and bonds.

*Office Training, Filing*—Handling correspondence and callers; proper arrangement of desks and furniture; assuming responsibility; directing assistants; getting information; disposing of data; practical work in the College office.

*Advanced Shorthand*—Review of principles; increase speed in taking dictation and transcribing.

*Advanced Typewriting*—Speed work and speed tests.

*Business Organization*—Business elements; business organization; classification of stock; corporation control; financing enterprises; financial institutions; scientific management; purchasing; marketing; advertising; foreign and domestic trade.

*Commercial Law*—Introduction; source of law; contracts; agency; partnership; powers and liabilities; negotiable paper; indorsements; guaranty and surety; the sale of personal property; bailments; innkeepers; common carriers; corporations; insurance, real property; estates; landlord and tenant; mortgages; title.

*Methods*—The teacher's problems; defects and their correction; tendencies of nature; perception; interest; habit forming; analysis; inductive and deductive methods; responses of feeling; dangers to be avoided; measurements; etc.

*Bookkeeping III and IV*—Manufacturing; cost accounting; business practice and banking.

*Practice Teaching*—In preparing teachers for commercial subjects in high schools, increased stress is being placed on practice teaching. Anderson College is in the van in equipping its graduates with professional training. Two hours a week of supervised practice teaching in our Commercial Department is required of second year students who intend to teach.

*Penmanship*—This course is planned especially for commercial students whose handwriting is deficient, but it is open to all students in the college. (No credit.)

## THE CONSERVATORY OF MUSIC

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Recognizing music as an essential element in a liberal education, and the necessity for providing adequate means for study under conditions conducive to the best work, the School of Music offers courses the aim of which is to lay a foundation of musical knowledge of a two-fold nature, giving students the power to appreciate music in a general way, and also to furnish the technical training necessary for the professional practice of music.

As a vocation, music has become one of the most important forms of professional life. As an elemental discipline, as a means of intellectual growth, and to develop a love for the beautiful, music is being recognized as equal to any of the accepted studies of the College courses. Pupils are urged to avail themselves of the unusual facilities here presented for acquiring that symmetrical culture which results from the study of literature and music together.

### *EQUIPMENT*

The musical equipment of Anderson College is complete and of such quality as to stand a favorable comparison with that of any similar institution in this country. The music building is lighted by electricity, heated by steam and well ventilated. The studios and class rooms, as well as the practice rooms, are adequately furnished; the music store is always stocked with all grades of music; the chapel, including the balcony, has splendid acoustic properties and will seat about 800 people.

### *CONCERTS*

The students have frequent opportunities of hearing great artists in concert, which is of incalculable benefit to those pursuing a musical education. Recitals are given at intervals during the year by the Music Faculty. All students are required to attend these concerts.



Student concerts are held Tuesdays after dinner. All music students are required to attend and take part in them, when requested to do so by their teachers.

All students' recitals are under the direction of the Director of Music who will arrange the programs with the teachers whose students are to take part in them.

The MacDowell Music Club of the College is for those studying in any department of music, and is a required part of their work. It meets once a month and all subjects of a musical nature are freely discussed. Question boxes, current music topics, special recitals given before the Club are among the features enjoyed. It is one of the most lively of the several Societies of the College, stirring up interest in music along all lines and is a means of growth in culture among the students.

### *GRADUATION REQUIREMENTS FOR THE ARTIST DIPLOMA*

In addition to the required Literary and Theoretical work, a candidate for graduation in Piano, Violin, Organ or Voice must give from memory and in a creditable manner a public Recital from standard works selected by her Professor and satisfactory to the Director. A Teacher's Certificate will be given to students having completed the Literary and Theoretical work together with the course in Piano, Organ, Voice, or Violin through the Junior year and are not required to give a public recital. Those students who are candidates for the Teacher's Certificate in Piano will be required to spend two hours a week for one year in practice teaching in the Kindergarten Department. Graduates in Voice, Organ and Violin must have completed and been examined in the Sophomore work in Piano.

A Certificate of Proficiency may be obtained by completing satisfactorily the first two years of the regular course in Piano, Voice, Violin, or Organ, covering thirty hours with



no conditions in entrance to the Freshman Class, either in academic work or Music.

### *REQUIREMENTS FOR THE POST GRADUATE DIPLOMA*

The candidate must have previously secured the Anderson College Artist's Diploma or a Diploma of equal standard from some other source; one year of History of Art; a three hour elective course in the college; one year of counterpoint; one year of piano, with four hours of daily practice and give a Public Recital.

All students who present themselves as candidates for graduation must offer 15 units for entrance; however, at the discretion of the classification committee, students may begin to specialize in Music before they have completed their entrance work. Anderson College takes a liberal policy as to what these subjects may be. The student may substitute at the advice of the Director some subject more congenial to her. For instance, she may not have completed the full amount of units in Mathematics—an equal amount of work offered in Science, History or Language will be accepted.

### *ELECTIVES FOR THE A. B. DEGREE*

Academic students doing COLLEGE work in Voice, Piano, Violin or Organ may receive credit on the A. B. degree to the extent of six hours—or they may elect six hours in the Department of Theory.

### *DEPARTMENT OF PIANOFORTE*

The course of study in the Pianoforte includes all grades of study and compositions required for the most systematic development in execution and interpretation, both for teaching and artistic performance. Especial attention is paid to the development of a musical touch and a refined and intelligent style of playing. It will be the effort of the teacher to adapt the instruction to the personal needs of the student.

Students are graded in Music according to the quality as well as the quantity of work done—therefore, upon entering they will be classified only tentatively until the value of their work can be determined. They will be assigned to teachers according to their advancement.

The technical training is conducted along well established lines. The principles employed are such as careful observation have found to be in accord with the best concert tradition and such as are in actual usage by the representative professionals of today.

#### *THE DUNNING SYSTEM OF IMPROVED MUSIC STUDY FOR BEGINNERS*

In teaching children, the difficult facts of music study must be presented in the form most appreciated by the child mind, without having the lessons degenerate into play hours and yet make them a pleasure to the child. This is the problem which has been so successfully solved by Mrs. Carrie Louise Dunning. The object of the Dunning System is to teach the child or beginner the scientific rudiments of music in the most natural and interesting manner and to endeavor to face the difficulties which have heretofore confronted the child during the first years of music study and supplement that which will nourish and develop the child nature from all sides: spiritually, mentally, and physically. By the kindergarten idea as carried out in this system, we mean, teaching the truth by symbols, and by these means glean from the child an intelligent expression of what she has learned. Some of the facts are expressed in verse, since rhythmical forms are more easily retained than prose rules. Games have been invented which lead immediately from one point to the next and take away the drudgery of learning facts and the work proves to be fascinating to both teacher and child. Anderson College is fully equipped to teach this system.

*METHODS OF INSTRUCTION*

Instrumental and vocal instruction is given in private, individual half-hour lessons.

Artistic results are dependent upon a close adaptation to the individual needs of the pupils, and cannot be satisfactorily accomplished in classes. Inasmuch as no two students have the same mental, physical, or artistic capacity, it follows that their individual capabilities can be neither properly nor fully developed without painstaking personal attention.

The advantages of class work—emulation and observation—are provided by a series of solo classes and student recitals. The student first participates in informal studio or department programs. She then appears in Recitals in the Hall. At graduation, she gives a complete program. Thus she sees the work of others, gains experience in public performance, conquers nervousness and develops poise and control.

Students are required to attend these classes and recitals as part of their regular work, and to take part when their instructors so direct.

*EXAMINATIONS IN PIANO*

Examinations are held during the regular examination week before the Faculty in the Department of Piano.

To enter the Freshman Class in Piano a student of average ability must have studied not less than three years. Requirements to enter the Freshman Class are as follows: all major and minor scales—four notes at M. M. 80; the trill—four notes at M. M. 100; Arpeggios (in triads) two notes at M. M. 100; chords, one note at M. M. 60 in all major keys. The student must have completed satisfactorily—both technically and interpretatively—and from memory—six “Little Studies” of Bach-Faeltön; five studies of the Grade of Duvernoy Op. 120, one of which will be selected for examination;

also two movements of a Sonatina; and two pieces of Freshman grade.

To enter the Sophomore Class: all major and minor scales—four notes M. M. 100; trill—four notes M. M. 120; arpeggios; dominant-diminished chords four notes M. M. 72; Octaves—repeated chromatically—four notes M. M. 60; C. B B flat scales, similar and contrary motion—two notes at M. M. 100; Chords—Freedom Exercise in all keys; six “Little Preludes and Fugues” of Bach, one of which will be selected for examination; two movements of a Sonata of Haydn or Mozart; two pieces of Sophomore grade. In addition, as many studies and pieces will be given as may be deemed necessary by the teacher, to acquire the artistic and technical knowledge of this grade. Everything is required to be memorized except special sight reading.

To enter the Junior Class: all major and minor scales, four notes at M. M. 132; contrary motion, canonic form—four notes at M. M. 100; chromatic scales—M. M. 126; the trill—four notes at M. M. 132; double third trill—four notes at M. M. 60; Arpeggios—four notes at M. M. 100; chords—four tone chords in all keys; Octaves—repeated chromatically, four notes at M. M. 80; all scales, similar and contrary motion, four notes at M. M. 60; six Two-Part Inventions of Bach, one of which will be selected for examination; two movements of a Beethoven Sonata; two pieces of Junior grade—(See Sophomore requirements for additional work).

To enter the Senior Class, all major and minor scales, four notes at M. M. 144; contrary and canonic form, M. M. 112; chromatic M. M. 144; trill, eight notes at M. M. 72; Double thirds, four notes at M. M. 88; Arpeggios, four notes at M. M. 120, hands together, M. M. 100; in octaves, four notes at M. M. 60; Chords, Freedom Exercise in Seventh Chords; Octaves, repeated chromatically, four notes at M. M. 100; all scales, similar and contrary motion at M. M. 72; C Major at 88—Six Three Part Inventions of Bach, one of which will be selected for examination; Complete Sonata of

Beethoven; Two pieces of Senior grade (Additional work will be given as in other grades).

### SENIOR REQUIREMENTS

In addition to a Public Recital, an examination must be prepared—all scales in double thirds, hands together, four notes M. M. 60, hands separately M. M. 80; a selection must be read at sight; a composition must be prepared in six days without assistance and performed at the Annual Junior Recital; also three “Preludes and Fugues” from the Well Tempered Clavichord and the Italian Concerto of Bach are to be studied in addition to the Sonata or Concerto, Etudes—and Recital program during the year.

### ORGAN

To enter this department the student must have reached the grade of Sophomore in Piano. The complication of mastering the pedal key board and the art of registration make it necessary that the student be well grounded in piano technique, fingering and correct phrasing.

The object of this department is to prepare practical organists for the church service as well as concert playing.

The large two-manual Estey organ, with tubular pneumatic action, recently installed in the First Baptist Church, is used by the students of the organ department for registration and all concert work. This affords a fine opportunity to master the organ in its every phase.

*First Year.*

Henry Dunham's Organ School, or Lemmen's Organ School Book I.

Rink's Chorales.

Rheinberger's Trios.

George Whiting's Preludes and Postludes, Hymn tune playing, Anthems, and Masses taught throughout the year.



*Second Year.*

Lemmen's Organ School Book II, or

Rink's Organ School, Book III and IV.

Bach's Eight Preludes and Fugues; The easier Mendelssohn Sonatas.

*Third Year.*

Rink's Organ School, Book V, Bach's Preludes and Fugues; the more difficult Mendelssohn Sonatas.

Selections from the works of standard organ composers will be given throughout the course.

Preparation of Recital Program will partly occupy the second and third years.

*DEPARTMENT OF VOICE*

The course in voice culture is intended to train and thoroughly equip the pupil for artistic performance and teaching. It covers all grades of work from the most elementary, and students are prepared for church and concert work, as well as for singing in their own homes.

The course, as outlined, occupies four years. Special attention is given to breathing, breath control, clear enunciation, poise, and artistic interpretation. Students entering from other colleges will be given credit for the work they have completed, providing they pass a satisfactory test.

All students taking voice in the first year, must supplement it with Course I in Theory (Solfeggio). Two hours credit will be allowed on the A. B. Degree for the year's work in sight-singing and two hours credit for the voice, provided the student practices two hours per day.

As soon as students are sufficiently advanced, they are expected to sing at Students' Recitals. Graduates must have made at least four creditable appearances in public during



their Senior year, and are required to give a public recital at the end of that year.

The following are the requirements for examination at the end of the years indicated, and required for entrance into the year following:

*Freshman.*

1. Any major scale, unaccompanied, to Ah and to Solfa syllables.
2. A simple melody at sight, unaccompanied; Arpeggios sung on all vowels.
3. Two studies, selected from Sieber, Marchesi, Concone, etc.
4. Three simple songs, one sacred.

*Sophomore.*

1. Major Scales sung more swiftly.
2. Minor Scales sung slowly on Ah.
3. Arpeggios sung swiftly on all vowels.
4. Three studies from Marchesi, Concone, Abt-Vaccari
5. Chromatic Scales sung slowly.
6. Three songs suitable to grade, one sacred, one in French, Italian or German.

*Junior.*

1. Major and Minor Scales sung rapidly, Chromatic scale sung swiftly.
2. Any major, minor or perfect interval above a given note.
3. Arpeggios of major and minor common chords.
4. A melody at sight with modulation into keys of 2 flats and 2 sharps.

5. Three studies, major and minor, from above vocalises, one in Italian.
6. One recitative, operatic, or oratorio from Handel, Mozart, Mendelssohn, Wagner, etc.
7. Four songs, one from oratorio, one in French, one in Italian.

*Senior.*

1. Any chromatic scale, ascending or descending.
2. Any diatonic or chromatic interval within the octave of a given note.
3. Three studies from the above vocalises, one to Ah, one to Solfa syllables, one in Italian.
4. A song of moderate difficulty at sight (with accompanist).
5. Arpeggios of common and dominant seventh chords.
6. Sing and play the accompaniment of a song studied in Junior year.
7. To sing one modern classical song, given by teacher, three weeks before examination, studied and prepared entirely without assistance.
8. To sing two songs from the Graduating program.
9. To give a graduate's Recital which must include one operatic aria, one aria from an oratorio, and at least one group of songs by standard composers, one in French and one in Italian.

### CHORUS TRAINING

The Glee Club is open to all students having good singing voices and is required of voice students in Sophomore, Junior and Senior years. One hour a week.

*VIOLIN*

The method of instruction in this department will vary to meet the requirements of the individual student. It is based chiefly on that of Professor Ottakar Sevcik of the Conservatory of Music in Vienna. It embraces also the principles of Wieniawski, Leopold Auer and other great teachers, whose resources in solving the intricate and various problems in violin technics are drawn upon to meet the requirements of the student.

The courses are as follows:

*Freshman*

Hohmann's Practical Violin School supplemented by exercises from Sevcik's Opus 6. The Sevcik system for developing both right and left hands is applied from the very first, and the material arranged in such easy and progressive style that advancement is certain. Easy pieces in the first position.

*Sophomore*

For slightly advanced pupils: First five positions. Sevcik, Opus II, Book I. Studies by Wolfahrt, Sitt, Kayser. Pieces.

*Junior*

Sevcik Bowing Technic. Preparatory studies in double stopping. Scale studies in seven positions. Pieces and etudes employing the higher positions and the various styles of bowing. Practice in ensemble playing.

*Senior*

For advanced pupils. School of Bowing Technic completed. Etudes in all positions, with double stopping, pizzicato, harmonics. Solo pieces by old and modern masters.

### THEORY

#### *Course I—Solfeggio.*

Drill in interval and scale singing. Time subdivisions.  
Dictation and part singing.

This course is adapted to prospective grade teacher's use. Many of the schools in the state have already placed music in their curriculum and in those schools it is necessary for the grade teacher to teach music under the supervisor of that subject. This course, covering one year, has been carefully organized to instruct prospective teachers in the elements of music, so that they will be able to teach them. This is to be taken in connection with the A. B. degree and is a necessary asset to the grade teacher's equipment.

Text books: Popular Method of Sight Singing—Frank  
Damrosch, W. W. Gilchrist—Book I.

Two hours a week.

#### *Second Year*

This is a continuation of Course I. All minor scales are studied and sung. Intervals are analyzed and sung. Solfa syllables gradually dropped.

Text books: W. W. Gilchrist Book II, O'Hare's Two-part Chorals.

Two hours a week.

#### *Third Year*

Sight singing by means of intervals analyzed and sung.

Text books: Samuel Cole's Solfeggio, Glasson's Sight Singing Book for Three Parts.

Two hours a week.

#### *Course II—Introductory Harmony and Ear Training.*

The formation and recognition, when played, of major and minor scales, triads, intervals, all chords of the

seventh and augmented chords in close and open harmony; dictation of simple melodies and hymns, together with the elements of harmony, are embraced in this course.

Text-book, "Ear Training for Teacher and Pupil," Alchin. "Notation and Harmony," Bussler.

Two hours a week.

### *Second Year*

This is a continuation of Course II, with figured basses and harmonization of melodies, employing the use of triads, dominant, diminished and secondary seventh chords with their inversions, modulations, altered and augmented chords. Practical analysis of chords and modulation in standard compositions.

Text books: Jadassohn, Prout and Goetchius.

Two hours a week.

### *Advanced Harmony and Counterpoint*

Suspensions, passing tones, organ point, harmonization of melodies and chorals, with and without figuration. Harmony completed, first semester. Second semester, simple and florid counterpoint in two, three, and four parts.

Text books: Jadassohn, Ritcher and Prout.

Two hours a week.

### *Course III—History of Music.*

This course will give a general survey of the subject. Ancient and Greek music, the music of the early Christian Age; the development of polyphonic music; Luther's Reformation; the Italian, French and German Opera; the Oratorio; the development of instrumental music; the great Art forms. Victrola used to illustrate.

Text books: Baltzell and Pratt.

This course is open to all students in and above the Freshman Class.

It may be taken before Course II.

Two hours a week.

*Advanced History of Music.*

Biographies of the great composers. Music of the Western Church. The Modern Music Drama.

Text books: Dickinson's "History of Musick" and "History of Music in the Western Church." Grove's "Musical Dictionary" and "Famous Composers" are used as reference books and other standard works.

Two hours a week.

*Course IV—Analysis of Music.*

History of notation; accent (natural and artificial); rhythm; tempo; embellishments; acoustics and orchestral instruments are studied in this course, Analysis of Song and Aria Forms; Rondos, Theme and Variations; the Sonata Forms; the Sonata as a whole; Preludes and Fugues.

This course may be taken with Advanced Harmony.

Text books: Elson's "Theory of Music" and Prout's "Applied Forms". Also Tapper's "Analysis of Form".

Two hours a week.

*Course V—Harmonic Analysis.*

The analysis of the harmonic structure of both the classic and modern music. The text book used is Benjamin Cutter's "Harmonic Analysis".

One hour a week.



*Course VI—Music Appreciation.*

This course is designed for the purpose of training students not only to listen to music more intelligently but to recognize the color of orchestral instruments and to actually hear how music developed through the centuries in choral, instrumental and orchestral works. This is accomplished by the use of the Victrola. Open to all students.

One hour a week.

*Course VII—Public School Methods.*

Theory of instruction in rudiments of music—Music appreciation, and voice culture—preparation of definite outlines for use in actual teaching.

Two hours a week.

*Course VIII—Ensemble.*

This course is valuable in that it cultivates self-control, skill in reading at sight, steadiness of rhythm, and quick adjustment to the artistic needs of the moment.

One hour a week.

Four and eight hand arrangements of the overtures and symphonies of the classical composers are studied under the direction of a teacher. Many of the numbers are prepared for finished performance in concerts. This course is not an elective for the A. B. or B. S. degrees.

**REQUIRED WORK FOR GRADUATION IN PIANO,  
VIOLIN, AND ORGAN**

**FRESHMAN**

(Three hours daily practice)

	Hours
Composition and Literature -----	3
Prep. Harmony -----	2
Music History I -----	2
Music Appreciation -----	1
Solfeggio I -----	1
Instrumental Lesson -----	1
Practice -----	5
	—
	15

**SOPHOMORE**

(Three hours daily practice)

Literature -----	3
Modern Lang. or His. of Western Europe -----	3
Harmony I -----	2
Music History II -----	2
Music Appreciation -----	1
Instrumental Lesson -----	1
Practice -----	5
	—
	17

**JUNIOR**

(Four hours daily practice)

	Hours
Modern Language or Ed. Psychology—or Elective	3
Harmony II -----	2
Harmonic Analysis -----	1
Instrumental Lesson -----	1
Practice -----	7
	—
	14

## SENIOR

(Four hours daily practice)	Hours
Philosophy -----	3
Analysis of Form -----	2
Ensemble and Eurythmics -----	2
Instrumental Lesson -----	1
Practice -----	8
	—
	16

NOTE: If Modern Language is elected it must also be taken the next year.

Physical exercises and games required throughout the course.

*REQUIRED WORK FOR THE DIPLOMA IN VOICE*

## FRESHMAN YEAR

English I -----	3
Modern Language I -----	3
Solfeggio I -----	2
Voice Lesson -----	1
Piano Lesson -----	1
Glee Club Practice -----	1
Practice -----	5
	—
Three hours daily practice.	16

## SOPHOMORE YEAR

English II -----	3
Modern Language II -----	3
Solfeggio II -----	2
Preparatory Harmony -----	2
Voice Lesson -----	1
Piano Lesson -----	1
Glee Club Practice -----	1
Practice -----	3
	—
Three hours daily practice.	16

## JUNIOR YEAR

	Hours
Literature or Modern Language -----	3
Solfeggio III -----	2
History of Music I -----	2
Music Appreciation -----	1
Harmony I -----	2
Voice -----	1½
Glee Club Practice -----	1
Practice -----	3
<hr/>	
Two hours daily practice.	15½

## SENIOR YEAR

Electives in Academic Department -----	3
Music History II -----	2
Harmony II -----	2
Music Appreciation -----	1
Voice -----	1½
Glee Club Practice -----	1
Practice -----	5
<hr/>	
Three hours daily practice.	15½

*PUBLIC SCHOOL MUSIC*

In recent years the subject of school music has been given increased attention by educational authorities throughout the country. The importance of its influence on the musical standards of our youth has been more fully recognized, and progressive steps have been recommended and widely adopted to insure the adequacy of music instruction in public and private schools. Acting upon the advice of educators, the various states have steadily raised the requirements to be met by supervisors and teachers of music to a point where thorough musicianship acquired by definite technical studies and general cultural qualifications are indispensable to candidates for such appointments.

The above is an extract from an article in the New England Conservatory of Music Bulletin issued in June, 1924. It clearly shows the place music is steadily taking as a subject to be taught in every school in the United States. It is already a part of the curriculum in a majority of the states. Anderson College has seen this advance and is one of the first among the colleges of South Carolina to equip herself to supply thoroughly prepared supervisors, and teachers of music for the public schools. She now offers a full four-year diploma course in Public School Music. Recipients of this diploma will be entitled to the same recognition as graduates from the A. B. course in the college.

The college has already graduated a number of students from this department and has placed them in important positions in the state. The demand for these teachers is greater than the supply.

Completion of a four years' high school course or the fifteen unit entrance requirement for a college degree must be offered as a condition of entrance to the Public School Music Course, along with a fair degree of previous musical training and aptitude, the latter to be determined and passed upon by the Methods teacher.

The efficiency of the piano students taking the first two years of required work in piano for the Diploma Course in Public School Music, is to be determined by the head of the Public School Music Department.

# REQUIRED WORK FOR THE DIPLOMA IN PUBLIC SCHOOL MUSIC

## SUMMARY OF COURSES IN PUBLIC SCHOOL MUSIC

### *Freshman Year*

	Hours
Education 1A, 1B -----	3
Composition I -----	3
Solfeggio I -----	2
Piano -----	1
Voice -----	1
Practice -----	5
<hr/>	
Three hours daily practice.	15

### *Sophomore Year*

English II -----	3
Modern Language I (French or German) -----	3
Solfeggio II -----	2
Prep. Harmony -----	2
Piano (if necessary) -----	1
Voice -----	1
Practice -----	5
<hr/>	
Three hours daily practice.	17

### *Junior Year*

History of Music I -----	2
Education 3B 7B or 8B -----	3
Solfeggio III -----	2
Harmony I -----	2
Choral Conducting -----	2
Voice -----	1
Practice -----	3
<hr/>	
Two hours daily practice.	15



*Senior Year*

	Hours
Voice -----	2
Public School Music Methods -----	2
Music Appreciation -----	1
Practice teaching -----	2
History of Music II -----	2
Electives -----	5
	—
	14

Two hours daily practice.

## JUNIOR COLLEGE DEPARTMENT

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The two-year courses outlined below meet all the requirements of the various colleges and universities, and especially the American Association of Junior Colleges. The purpose of these courses is threefold; first, for young women who prefer to study in a school of this kind two years before going to a university; second, for those who do not plan to go further than a junior college; third, for those who expect to teach for a while before studying further. These courses are the equivalent of those offered in any junior college.

Upon successful completion of the two-year teacher's courses, license to teach will be issued by the State Board of Education.

### TWO-YEAR CLASSICAL COURSE

<i>First Year</i>	Credit Hours
English I -----	3
History I -----	3
Latin or Modern Language -----	3
Hygiene -----	1
Bible I -----	2
Math. I -----	3
	—
	15

<i>Second Year</i>	
English Literature II -----	3
Composition II -----	1
History II -----	3
Bible II (Sunday School) -----	2
Science (Physics, Chemistry or Biology) -----	3
Latin or Modern Language -----	3
	—
	15

Certain other elective courses may be taken in addition if wanted.

*TWO-YEAR SCIENTIFIC COURSE*

<i>First Year</i>	Credit Hours
English I -----	3
French or German -----	3
Math. I -----	3
Biology -----	3
History I -----	3
	<hr/> 15

*Second Year*

English II (Literature) -----	3
Composition II -----	1
French or German -----	3
Physics -----	3
Chemistry -----	3
Bible I -----	2
	<hr/> 15

Certain other elective courses may be taken in addition if wanted.

*TWO-YEAR COURSE FOR TEACHERS*

Required two-year curriculum for those students expecting to teach in primary grades. Tuition \$125.00.

<i>First Year</i>	Hours	<i>Second Year</i>	Hours
English I .....	3	Educational Psychology 1A,	
History I .....	3	1B .....	3
Education 1A, 1B .....	3	Story Telling and Child	
Industrial Art .....	2	Literature .....	3
Public School Music .....	2	Education 2A, 2B .....	3
Bible .....	2	Mathematics .....	3
Health and Hygiene .....	1	Geography .....	1½
Contemporary History .....	1	Nature Study .....	1½
Home Economics .....	1	Bible .....	2
Physical Education (2) .....	0	Community Singing .....	1
		Physical Education .....	0
	<hr/> 18		<hr/> 18

**TWO-YEAR CURRICULUM FOR STUDENTS WHO DE-  
SIRE TO TEACH IN ELEMENTARY OR  
GRAMMAR GRADES**

[The first year will be the same as that for the primary short course.]

*Second Year*

	Hours
English 2 .....	3
Mathematics .....	1½
Educational Psychology 1A, 1B .....	3
Education 3A, 3B .....	3
Education 4A, 4B .....	3
Bible .....	2
Agriculture .....	1½
Community Singing .....	1
Physical Education (2) .....	0
	<hr/> 18

Physical Education is taken for two periods each week, without credit.

Qualifies for first class general elementary teachers' license.

*First Year*

	Credit Hours
English Composition and Literature I -----	3
Math. I -----	3
History I -----	3
Latin or Modern Language -----	3
Science (Physics, Biology or Chemistry) -----	3
	<hr/> 15

<i>Second Year</i>	Credit Hours
Literature II -----	3
Composition II -----	1
Education -----	3
History II -----	3
Bible I -----	2
Latin or Modern Language -----	3
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	15

Certain other courses may be taken in addition if wanted.

### *TWO-YEAR COURSE IN DRAWING AND ART*

<i>First Year</i>	
English Composition and Literature -----	3
A Foreign Language -----	3
Drawing and Art, including drawing in charcoal and pencil from casts and still life, elementary perspective, light and shade; explanation and practice of color chart; water color sketches; simple still life oil studies -----	9
	—
	15

<i>Second Year</i>	
Elementary Design, line, mass, color harmonies, source of color and design in nature; match- ing values and hues -----	1
Costume Designing -----	1
Art History -----	2
Methods of teaching drawing and art -----	3
Practice of Drawing and Art, with advanced painting in oil and water colors from objects, still life and nature -----	5
A Foreign Language -----	3
	—
	15

*TWO-YEAR COURSE IN HOME ECONOMICS*

<i>First Year</i>	Credit Hours
Foods I -----	1
Foods II -----	2
Clothing -----	1
Clothing II -----	2
H. E. Art I -----	1
Dress Designing -----	1
Housewifery -----	1
Chemistry I -----	3
English I -----	3

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*Second Year*

Bacteriology -----	1
Houseplanning -----	1
Clothing III -----	1
Dietetics -----	3
H. E. Methods -----	1
Elective in Education -----	3
H. E. Practice Teaching -----	2
Nursing and Child Care -----	1
Home Management -----	1
Practice Home -----	1

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*TWO-YEAR NORMAL COURSE IN PUBLIC SCHOOL  
MUSIC*

<i>First Year</i>	Credit Hours
Public School Music Methods -----	1
Preparatory Harmony -----	2
Sight Singing I -----	2
Voice lessons -----	1
Piano lessons -----	1
Practice -----	5
English Composition and Literature I -----	3
	—
	15

*Second Year*

Public School Music Methods -----	2
Sight Singing II -----	2
Practice Teaching -----	2
Voice lessons -----	1
Practice -----	3
Modern Language -----	3
Educational Psychology -----	3
	—
	16

Students entering this course must have had preparatory training sufficient to enable them to take the course. This is determined by the head of the department.

*TWO-YEAR COURSES IN PIANO, VOICE, VIOLIN,  
ORGAN*

Certificates of Proficiency will be issued to students completing successfully the Freshman and Sophomore years of the regular courses in Piano, Voice, Violin and Organ.

**OUTLINE OF COURSE REQUIRED FOR CERTIFICATE  
IN PUBLIC SPEAKING OR STORY TELLING**

<i>Freshman</i>	Credit Hours
Private Lessons -----	1
Practice two hours per day -----	3
Class work (Theory) -----	2
Composition and Literature -----	3
History -----	3
Modern Language -----	3
Physical Education -----	—
	15

<i>Sophomore</i>	
Private Lessons -----	1
Practice two hours per day -----	3
Class work (Theory) -----	2
Composition and Literature -----	3
History -----	3
Modern Language -----	3
Physical Education -----	—
Dramatic Art and Play Production -----	—
	15

*TWO-YEAR COURSE IN PHYSICAL EDUCATION*

<i>First Year</i>	Credit Hours
Physiology and First Aid -----	1
Anatomy -----	1
Hygiene -----	1
Methods of teaching gymnastics and coaching ---	1
Practice and teaching of Swedish gymnastics ---	1
Practice and teaching of German gymnastics ---	2
Theory of teaching gymnastics in Public Schools_	1
Teaching of Games -----	1
Elective in Education -----	3
English Composition and Literature -----	3
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	15

*Second Year*

Physiology of Exercise -----	1
Applied Anatomy -----	1
Community Hygiene -----	1
Orthopaedics -----	1
Methods of Playground Administration -----	1
Practice teaching in Public Schools -----	1
Folk and Aesthetic Dancing -----	1
Practice of teaching German gymnastics -----	2
Elective in Education -----	3
Spoken English -----	2
Bible I -----	2
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	16

The purpose of this course is to prepare for positions as athletic directors in high schools and colleges, play ground supervision, and welfare work. Realizing that there is a demand for basketball coaches and directors of outdoor sports in general, in connection with high schools, we offer a course in basketball, tennis, and other games.

## HIGH SCHOOL OR PREPARATORY DEPARTMENT

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Anderson College offers courses equivalent to those in a four-year standard, accredited High School. Classes are of 45 minutes, five times a week. On completion, High School Diplomas are issued.

### COURSES OF STUDY

<i>English</i>	<i>Units</i>
Composition and Literature -----	1
Composition and Rhetoric (2 courses) -----	2
Composition and Literature (11th Grade) -----	1
	<hr/>
	4
<i>Mathematics</i>	
Academic Algebra -----	2
Plane Geometry -----	1
	<hr/>
	3
<i>History</i>	
Ancient History -----	1
European History -----	1
American History and Civics -----	1
	<hr/>
	3
<i>Latin</i>	
Beginners' Latin -----	1
Composition and Caesar -----	1
Composition and Cicero -----	1
	<hr/>
	3

*Modern Languages*

French, German or Spanish (Beginners') -----	1
French, German or Spanish (2nd year) -----	1
	—
	2

*Science*

Physical Geography -----	1
General Science -----	1
High School Biology -----	1
	—
	3

## EXPENSES FOR THE COLLEGE YEAR

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For the Literary Course, leading to the A. B. Degree:

Matriculation Fee, Medical Fee, including use of infirmary and attention of physician and nurse (except in protracted illness and for prescriptions), Library, Artists and Lectures and Physical Culture Fee, Board and Room, including lights, heat, running hot and cold water, private bath, etc. --	\$300.00
Literary tuition -----	100.00
<hr/>	

Total for the College Year for A. B. with no specials--\$400.00

Payments will be made in four installments as follows:

Upon entrance -----	\$125.00
November 14 -----	92.50
January 14 -----	91.25
March 14 -----	91.25
<hr/>	

\$400.00

If the student does not return after the holidays no refund will be made.

For each literary study taken in addition to the work required for each year a charge of \$25.00 will be made.

### DAY STUDENTS

Matriculation Fee, Library, Artists and Lectures and

Physical Culture Fee -----	\$ 25.00
Literary tuition -----	100.00
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Total for A. B. with no specials ----- \$125.00

Payments will be made in four installments, as follows:

Upon entrance -----	\$ 31.25
November 14 -----	31.25
January 14 -----	31.25
March 14 -----	31.25
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\$125.00



The cost in a woman's college for students taking special courses varies with the combination of courses.

### *EXPENSES FOR SPECIAL COURSES*

Literary Studies -----	\$ 25.00
Piano, under Director -----	110.00
Piano -----	85.00
Piano, kindergarten -----	70.00
Voice -----	100.00
Violin -----	100.00
Organ -----	125.00
Harmony -----	40.00
Public School Methods -----	50.00
Analysis -----	40.00
History of Music -----	40.00
Eurythmics (1 lesson a week) -----	20.00
Ensemble -----	20.00
Sight Singing -----	40.00
Art -----	100.00
Public School Drawing -----	30.00
Expression -----	100.00
Public Speaking -----	30.00
Dramatic Art and Play Production -----	30.00
Story Telling -----	30.00
Home Economics Course Complete -----	100.00
Domestic Science, to students taking regular B. S. Course -----	55.00
Domestic Art, to students taking regular B. S. Course	45.00

Students taking regular B. S. Course will be charged for Domestic Science and Art only—together with any literary work. Millinery, Household Administration, Costume Designing and Elementary Dressmaking are included in the above. Charges for these subjects are made only to those who take them as electives, as follows:

Millinery -----	\$ 20.00
Household Administration -----	20.00

Costume Designing and Elementary Dressmaking ---	20.00
Dietetics -----	40.00
Cookery -----	40.00
Textiles -----	30.00
Use of Piano, one hour daily -----	10.00
Use of Piano, two hours daily -----	15.00
Use of Piano, for each additional hour -----	3.50
Use of Organ, one hour daily at Church -----	25.00
*Laboratory Fee -----	5.00
Diploma Fee -----	10.00
Physical Education Course -----	100.00
Physical Education Course, Primary and Grammar Grade Teachers -----	30.00
Commercial Course Complete -----	100.00
Typewriting -----	30.00
Use of Typewriter -----	10.00
Shorthand -----	40.00
Bookkeeping -----	50.00
Office Training -----	10.00
Two-year Normal Course, Primary and Grammar Grade Teachers -----	125.00

Students should notify the treasurer upon withdrawal.  
No discount will be allowed until such a notice is received.

In order to ascertain the cost of special courses, consult the above schedule.

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\* This includes all students taking work in the Department of Science.

## Alma Mater

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DEAR to our hearts is our Alma Mater,  
Loyal and true are we,  
Truest devotion till life is ended,  
Wholly we pledge to thee.  
Tho' from thy halls far away we wander,  
Thoughts back to thee will fly,  
And tender mem'ries time cannot sever,  
Love that will never die.  
Heav'n's choicest blessing ever attend thee,  
Dear Alma Mater mine—  
No shadows harm thee, no fears alarm thee,  
Always the sunshine thine.  
And tho' we leave thee, we'll never grieve thee,  
True to our trust we'll be,  
Our best endeavor, now and forever,  
Always to honor thee.

*Written by Mrs. C. S. Sullivan.*

## REGISTER OF STUDENTS 1926-27

### SENIOR CLASS

Burriss, Louise	Anderson, S. C.
Bolt, Nancy	Anderson, S. C.
Chaplin, Lavinia	Ravenel, S. C.
Cook, Wilma	Kershaw, S. C.
Cothran, Annie	Tony Creek, S. C.
Dial, Ethel	Gray Court, S. C.
Fogle, Viola	Cope, S. C.
Glenn, Bessie	Fair Play, S. C.
Glenn, Fannie	Starr, S. C.
Hall, Ethel	Anderson, S. C.
Hembree, Ethel	Anderson, S. C.
Johnson, Marjorie	Rock Hill, S. C.
Jones, Beth	Fountain Inn, S. C.
King, Bernice	Seneca, S. C.
Lawrence, Mary	Baxley, Ga.
Lee, Lucile	Pooler, Ga.
Loveland, Mabel	Piedmont, S. C.
McLeod, Ruth	Camden, S. C.
Meeks, Coy	Anderson, S. C.
Morrison, Alleen	Starr, S. C.
Murdock, Roxie	Anderson, S. C.
Murray, Pearl	Anderson, S. C.
Poindexter, Margaret	Fredericks Hall, Va.
Pearson, Sara	Anderson, S. C.
Rowland, Daisy	Belton, S. C.
Saxon, Martha	Laurens, S. C.
Shealy, Louise	Perry, S. C.
Sowell, Gertrude	Kershaw, S. C.
White, Margaret	Chester, S. C.
Webb, Ruth	Aiken, S. C.
Linder, Alice	Anderson, S. C.

*JUNIOR CLASS*

Abercrombie, Bernice	Gray Court, S. C.
Brown, Pauline	Dewey Rose, Ga.
Bruce, Frances	Anderson, S. C.
Chapman, Sarah	Pelzer, S. C.
Cook, Virginia	Fountain Inn, S. C.
Cunningham, Mildred	Greer, S. C.
Cunningham, Nell	Greer, S. C.
Ducworth, Marguarite	Anderson, S. C.
Eskew, Helen	Anderson, S. C.
Fagg, Mattie	Anderson, S. C.
Fowler, Katherine	Anderson, S. C.
Gentry, Willie T.	Anderson, S. C.
Glenn, Pearl	Starr, S. C.
Hill, Ruth	Taxahaw, S. C.
Hilliard, Edith	Lisbon, Ga.
Hilton, Mabel	Bethune, S. C.
Hilton, Mamie Lou	Bethune, S. C.
Hull, Virginia	Durbin, W. Va.
Kneece, Gladys	Pelion, S. C.
Kneece, Vera	Pelion, S. C.
Ledbetter, Elizabeth	Anderson, S. C.
Long, Gladys	Anderson, S. C.
McAlister, Nancy	Anderson, S. C.
McCarley, Melva	Anderson, S. C.
McCoy, Louise	Camden, S. C.
McLeod, Viva	Camden, S. C.
Marchbanks, Ruthelma	Anderson, S. C.
Major, Blanche	Belton, S. C.
Maxwell, Eloise	Anderson, S. C.
Meeks, Mildred	Anderson, S. C.
Pratt, Constance	Hendersonville, N. C.
Pruitt, Ethel	Anderson, S. C.
Rankin, Willie	Liberty, S. C.
Strickland, Vera	Starr, S. C.
Thompson, Olive	Anderson, S. C.
Turner, Elizabeth	Anderson, S. C.

Webb, Elizabeth	Anderson, S. C.
Wiles, Vivian	Anderson, S. C.
Wasson, Nellie	Gray Court, S. C.

*SOPHOMORE CLASS*

Acker, Mary	Belton, S. C.
Boleman, Inez	Townville, S. C.
Bowen, Eunice	Level Land, S. C.
Branham, Evelyn	Raleigh, N. C.
Breazeale, Sarah	Anderson, S. C.
Brodie, Grace	Sally, S. C.
Briggs, Lena	Asheville, N. C.
Bell, Caroline	Anderson, S. C.
Burriss, Caroline	Anderson, S. C.
Campbell, Lois C.	Williamston, S. C.
Caldwell, Virginia	Trenton, Mo.
Cox, Mabel	Belton, S. C.
Cox, Margaret	Belton, S. C.
Cox, Virginia	Belton, S. C.
Crenshaw, Sarah	Pelzer, S. C.
Cathcart, Leita	Anderson, S. C.
Coker, Grace	Ruby, S. C.
Clotfelter, Doris	Townville, S. C.
Foster, Velma	Pelzer, S. C.
Hartley, Iva	Pelion, S. C.
Holliday, Euralee	Toney Creek, S. C.
Jackson, Mary Olive	Tignal, Ga.
Jewell, Cleone	Pickens, S. C.
Johnston, Gladys	Anderson, S. C.
Kay, Montez	Pendleton, S. C.
King, Cecilia	Neeses, S. C.
King, Louise	Neeses, S. C.
Keating, Helen	Greer, S. C.
Kelly, Pauline	Central, S. C.
Kugley, Margaret	Pelzer, S. C.
McAlister, Nancy	Anderson, S. C.
McGee, Margaret	Anderson, S. C.



Martin, Jennie Ruth	Anderson, S. C.
Meeks, Hazel	Anderson, S. C.
Mitchell, Nell	Anderson, S. C.
Moore, Mary Jane	Pelzer, S. C.
Morgan, Vera	Wellford, S. C.
Orr, Charlotte	Anderson, S. C.
Reeves, Florence	Anderson, S. C.
Seay, Loire	Spartanburg, S. C.
Simpson, Mintie	Laurens, S. C.
Shaw, Thelma	Belton, S. C.
Taylor, Bessie	Aiken, S. C.
Watkins, Mabel	Fair Forest, S. C.
Wheeler, Clara	Little Mountain, S. C.
Wiles, Vivian	Anderson, S. C.
Wilson, Daphne	Anderson, S. C.
Weigle, Earnestine	Belton, S. C.

*FRESHMAN CLASS*

Acker, Ellen	Belton, S. C.
Adams, Etta	Seneca, S. C.
Adkinson, Eura	Anderson, S. C.
Alexander, Margaret	Anderson, S. C.
Beach, Gladys	Red Creek, N. Y.
Beckham, Katherine	Hardeeville, S. C.
Bishop, Lillie Mae	Greenwood, S. C.
Blackmon, Evelyn	Bethune, S. C.
Blomberg, Mabel	Bogota, N. J.
Boggs, Mae	Pickens, S. C.
Bowie, Aldene	Anderson, S. C.
Breedin, Mary	Anderson, S. C.
Brown, Lillie Mae	Williamston, S. C.
Brown, Ruth	Anderson, S. C.
Burgess, Lida	Carlisle, Ky.
Catheart, Ruth	Anderson, S. C.
Campbell, Sarah Elsie	Anderson, S. C.
Carter, Eloise	Lodge, S. C.
Chambers, Dorothy	Anderson, S. C.

Chastain, Josie	Pickens, S. C.
Clippard, Helen	Enoree, S. C.
Cowherd, Katherine	Branchville, S. C.
Cox, Jessie	Belton, S. C.
Crayton, Margaret	Anderson, S. C.
Dalrymple, Anne	Anderson, S. C.
Deck, Clara	Belton, S. C.
Dodenhoff, Leila	Branchville, S. C.
Douglas, Aline	Middendorf, S. C.
Downs, Fay	Casar, N. C.
Durham, Edna	Pickens, S. C.
Frady, Lois	Asheville, N. C.
Franks, Mildred	Greenville, S. C.
Fowler, Emmie	Anderson, S. C.
Glenn, Lillian	Starr, S. C.
Glenn, Wilma	Anderson, S. C.
Glymph, Mary	Anderson, S. C.
Grant, Lucy	Snead's Ferry, N. C.
Gray, Irene	Anderson, S. C.
Green, Maude Louise	Anderson, S. C.
Griffin, Mary	Anderson, S. C.
Hair, Eather	North, S. C.
Hanes, Frances	State Roads, N. C.
Hamilton, Mary Lou	Fort Mill, S. C.
Hawkins, Janie	Greenville, S. C.
Hawkins, Margaret	Starr, S. C.
Hayes, Marion	Anderson, S. C.
Holliday, Esperence	Anderson, S. C.
Holliday, Lucretia	Tony Creek, S. C.
Hughes, Elizabeth	Pacolet, S. C.
Hughes, Ruby	Pacolet, S. C.
Hunnicutt, Ruby	Anderson, S. C.
Hursey, Juniata	Chesterfield, S. C.
Hutto, Ida Mae	Anderson, S. C.
Jeffcoat, Hazel	North, S. C.
Johnson, Louise	Harleyville, S. C.
Johnson, Marie	Harleyville, S. C.

Jones, Clara	Anderson, S. C.
Kay, Elizabeth	Anderson, S. C.
Kay, Inez	Anderson, S. C.
King, Marguerite	Seneca, S. C.
Little, Louise	Starr, S. C.
McClellan, Louise	Anderson, S. C.
McKeithan, Annie	Greenville, S. C.
Maddox, Gladys	Belton, S. C.
Manning, Monteen	Starr, S. C.
Mellette, Ethel	Wedgefield, S. C.
Merchant, Hannah	Saluda, S. C.
Misner, Josephine	Elma, Erie County, N. Y.
Nesmith, Julia	Lake City, S. C.
Owen, Elizabeth	Anderson, S. C.
Owen, Josephine	Anderson, S. C.
Parrish, Clara	Clio, S. C.
Patterson, Janie	Williamston, S. C.
Patterson, Louise	Fort Mill, S. C.
Pearson, Montie	Anderson, S. C.
Pittman, Josie	Chesterfield, S. C.
Platt, Sarah	Young's Island, S. C.
Powell, Ada	Pooler, Ga.
Poole, Elsie	Atlanta, Ga.
Price, Mildred	Hartsville, S. C.
Quattlebaum, Janie	Earle, S. C.
Rice, Fronde	Simpsonville, S. C.
Rivers, Annie Lee	Eastover, S. C.
Rogers, Mamie	Anderson, S. C.
Rowland, Ethel	Hamer, S. C.
Seymour, Grace	Elberton, Ga.
Siegel, Mintie	Anderson, S. C.
Smith, Carrie	Anderson, S. C.
Smith, Ruth	Dovesville, S. C.
Shaw, Laura	Belton, S. C.
Stevenson, Lizzie	Neeses, S. C.
Stewart, Grace	Anderson, S. C.
Strickland, Berta	Starr, S. C.

Tate, Jennie	Anderson, S. C.
Teal, Lucille	Chesterfield, S. C.
Thomas, Mae	North, S. C.
Thompson, Callie	Williamston, S. C.
Timmons, Lois	Gallivants Ferry, S. C.
Tribble, Elizabeth	Anderson, S. C.
Ulmer, Mary	Anderson, S. C.
Watford, Lena	Lamar, S. C.
Watkins, Alice	Putnam Hall, Fla.
Watkins, Evola	Clemmons, N. C.
Weigle, Hazel	Belton, S. C.
Welborn, Lillian	Anderson, S. C.
Wells, Gertrude	St. Petersburg, Fla.
Wells, Helen	St. Petersburg, Fla.
Whitten, Jennie Ruth	Anderson, S. C.
Wichersham, Mary Margaret	Louisville, Ky.
Wilker, Drusa	Warren Plains, N. C.
Wood, Susie Lou	Clover, S. C.

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*SPECIALS*

Agnew, Frances	Anderson, S. C.
Allen, Helen	Anderson, S. C.
Babb, Rachel	Anderson, S. C.
Barnes, Cynthia	Anderson, S. C.
Barrett, Glenna	Anderson, S. C.
Barton, Mae	Anderson, S. C.
Barton, Nell	Anderson, S. C.
Barton, Sarah	Anderson, S. C.
Beatty, David	Anderson, S. C.
Bell, Alice	Anderson, S. C.
Birchmore, Charlotte	Anderson, S. C.
Brock, Norine	Belton, S. C.
Brown, Christine	Anderson, S. C.
Brown, Elizabeth	Anderson, S. C.
Bruce, Frances	Anderson, S. C.
Burriss, Elizabeth	Anderson, S. C.
Casey, Elizabeth	Anderson, S. C.

Cater, Gladys -----	Anderson, S. C.
Cathcart, Emmie -----	Anderson, S. C.
Chamblee, Jane -----	Anderson, S. C.
Chamblee, Molly -----	Anderson, S. C.
Cochran, Dorothy -----	Anderson, S. C.
Corbett, Jeanette -----	Anderson, S. C.
Crawford, Marguerite -----	Anderson, S. C.
Cromer, Gladys -----	Anderson, S. C.
Cronkhite, Dorothy -----	St. Joseph, Mo.
Daniel, Rebecca -----	Anderson, S. C.
Divver, Nancy -----	Anderson, S. C.
Evans, Claudiana -----	Anderson, S. C.
Fant, Derrell -----	Anderson, S. C.
Fant, Louise -----	Anderson, S. C.
Fant, Margaret -----	Anderson, S. C.
Fletcher, Margaret -----	Anderson, S. C.
Gaines, Sarah -----	Anderson, S. C.
Gaines, Susie Lee -----	Anderson, S. C.
Gary, Annie Elizabeth -----	Anderson, S. C.
Gill, Alice -----	Wake Forest, N. C.
Green, Elizabeth -----	Anderson, S. C.
Guest, Lila -----	Anderson, S. C.
Harris, Alice Chiles -----	Anderson, S. C.
Hart, Lillie -----	Anderson, S. C.
Holliday, Dorothy -----	Anderson, S. C.
Holliday, OGREETA -----	Anderson, S. C.
Halman, Arthur, Jr. -----	Anderson, S. C.
Johnson, Mary -----	Anderson, S. C.
Johnson, Annelair -----	Anderson, S. C.
Johnson, Caroline -----	Anderson, S. C.
Johnson, Emily -----	Anderson, S. C.
Jordan, Medora -----	Anderson, S. C.
Keith, Nell -----	Anderson, S. C.
King, Cora Jane -----	Anderson, S. C.
King, Helen Grace -----	Anderson, S. C.
King, Betty -----	Anderson, S. C.
King, Mahalie -----	Anderson, S. C.

Kirkpatrick, Jean	Anderson, S. C.
Kirkpatrick, Katherine	Anderson, S. C.
Lollie, Consuelo	Anderson, S. C.
McMillan, Grace	Anderson, S. C.
Martin, Edith	Anderson, S. C.
Mattison, Mary Frances	Anderson, S. C.
Moorehead, Josephine	Anderson, S. C.
Norriss, Amy	Pendleton, S. C.
Poliakoff, Eunice	Anderson, S. C.
Prince, Mary Barr	Anderson, S. C.
Prince, Virginia	Anderson, S. C.
Proctor, Margaret	Anderson, S. C.
Rast, Mary	Anderson, S. C.
Rice, Sarah	Anderson, S. C.
Salla, Mary Lou	Anderson, S. C.
Sanders, Ellen	Anderson, S. C.
Shirley, Cara	Anderson, S. C.
Shirley, Martha	Belton, S. C.
Shirley, Sara	Belton, S. C.
Smith, Mary Louise	Anderson, S. C.
Stringer, Callie Freeman	Anderson, S. C.
Sullivan, Polly	Anderson, S. C.
Thomas, Alberta	Anderson, S. C.
Thompson, Martha	Anderson, S. C.
Todd, Virginia	Anderson, S. C.
Tribble, Venetia	Anderson, S. C.
Vandiver, Evelyn	Anderson, S. C.
Vandiver, Sarah	Anderson, S. C.
Vipperman, Elizabeth	Spartanburg, S. C.
Voyles, J. D.	Anderson, S. C.
Watkins, Mrs. Roy	Anderson, S. C.
Watson, Harriet	Anderson, S. C.
Woodson, Louise	Anderson, S. C.
Woolbright, Velma	Townville, S. C.
Wright, Jane	Anderson, S. C.
Yancey, Virginia	Anderson, S. C.



*SUB-FRESHMAN CLASS*

Baldwin, Dorothy	-----	Avon Park, Fla.
Hall, Willie Grace	-----	Anderson, S. C.
Taylor, Mae	-----	Anderson, S. C.
Thompson, Grace	-----	Anderson, S. C.

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# REGISTER OF ALUMNAE

## CLASS OF 1913

Hudson, Ellie (Mrs. R. R. King)-----Plaza Hotel, Anderson, S. C.  
 Knight, Ethel (Mrs. Irby Pollard) (Expression 1913, A. B. 1914)-----  
 -----715 G. St., N. W., Washington, D. C.

## CLASS OF 1914

Aiken, Jeanette (Mrs. J. Howard Dabbs)-----Camden, S. C.  
 Burriess, Lucile-----Meredith College, Raleigh, N. C.  
 Elms, Marie (Mrs. Harold Heath)-----Midland, N. C.  
 George, Leota (Mrs. H. M. Anderson)-----337 N. Fant St., Anderson, S. C.  
 Robinson, Kate (Mrs. Lawrence Wilkinson)-----412 Louise Ave., Charlotte, N. C.  
 Sullivan, Mrs. R. E.-----Greenville, S. C.  
 Weeks, Miriam-----Aiken, S. C.

## CLASS OF 1915

Clinkscales, Margaret (Mrs. Furman Grant)-----Roberta, Ga.  
 Jackson, Hettie-----Iva, S. C.  
 Lawrence, Betty (Mrs. W. S. Doty)-----Bellevue, Pa.  
 Lawrence, Esther Joy-----109 Waupausie St., Dwight, Ill.  
 Sullivan, Willie (Mrs. Otis Mattison)-----2809 Wilson St., Columbia, S. C.  
 Williford, Leathy (Mrs. Manly McClure)-----R. F. D., Anderson, S. C.

## CLASS OF 1916

Anderson, Ruth-----R. F. D., Anderson, S. C.  
 Brown, Felicia (Mrs. Albert Smith)-----R. 2, Anderson, S. C.  
 Burriess, Helen-----1332 S. Main St., Anderson, S. C.  
 Darracott, Nelle-----  
 -----Pine Mountain Settlement School, Pine Mountain, Harlan County, Ky.  
 Gentry, Nelle-----Care of Blue Triangle Club, Trenton, N. J.  
 Henry, Louise (Mrs. Eugene Miltord)-----Greenwood, S. C.  
 Henry, Marguerite (Mrs. W. E. Mattison)-----Anderson, S. C.  
 McGee, Lou Nelle (Mrs. R. G. Watson)-----R. F. D., Anderson, S. C.  
 Martin, Nelle (Mrs. J. A. Jones, Jr.)-----R. 2, Starr, S. C.  
 Masters, Zulene (Mrs. Henry Jackson)-----R. F. D., Anderson, S. C.  
 Norris, Ethel-----R. F. D., Anderson, S. C.  
 Prince, Sarah (Mrs. F. R. Sellers)-----Florence, S. C.  
 Pruitt, Izetta (Mrs. E. H. Agnew)-----Starr, S. C.  
 Shirley, Margaret (Mrs. James Talbert)-----Greenville, S. C.  
 Sullivan, Catherine (Mrs. E. G. Acker)-----Box 149, Martinsville, Va.  
 Traynum, Karan (Mrs. Baxter Clinkscales)-----Starr, S. C.  
 Turbeville, Eula Mae-----154 Spring Street, Charleston, S. C.  
 Watkins, Grace-----Belton, S. C.

## CLASS OF 1917

Bolt, Janet-----Easley, S. C.  
 Bowie, Mary (Mrs. Clyde Pruitt)-----Pendleton, S. C.  
 Byrum, Margaret (Mrs. J. Leroy Williams)-----Sans Souci, Greenville, S. C.  
 Cartee, Ina-----  
 Clement, Margaret-----Belton, S. C.  
 Dalrymple, Blanche (Mrs. W. H. Martin)-----Lockhart, S. C.  
 Dugan, Annie Laurie-----Honea Path, S. C.  
 Irwin, Wilma-----Landrum, S. C.  
 Jones, Gertrude-----1207 Bainbridge Street, Richmond, Va.  
 King, Laura (Mrs. H. E. Porter)-----Carrier Mills, Ill.  
 McAllister, Nora (Mrs. -----)-----Troy, S. C.  
 Meeks, Byrd-----101 Palisade Street, Spartanburg, S. C.  
 Owings, Bruce-----Laurens, S. C.  
 Pruitt, Bessie (Mrs. Sam Boleman)-----Orr Street, Anderson, S. C.  
 Richardson, Nettie (Mrs. Carroll Ducworth)-----R. 2, Anderson, S. C.  
 Riley, Mary-----Anderson, S. C.  
 Robinson, Willie Wray (Mrs. Sam Anderson)-----  
 -----Quarters 22, Ft. Miley, San Francisco, Cal.  
 Stewart, Janie-----Pelzer, S. C.

Striplin, Mattie Mae (Mrs. Frank Cheever)-----	Care of Chero-Cola Bottling Co., Mobile, Ala.
Turner, Bernice -----	King's Hill, N. C.
Truluck, Maude -----	Motbridge, S. C.

## CLASS OF 1918

Brownlee, Ruth (Mrs. C. E. Seabrook)-----	Anderson, S. C.
Burdine, Ruth (Mrs. Webb Von Hasseln)-----	Anderson, S. C.
Burnett, Katherine (Mrs. Louis Seel)-----	Belton, S. C.
Burriss, Kathleen -----	Anderson, S. C.
Burton, Goode -----	Newberry, S. C.
Cooke, Clara -----	Iva, S. C.
Jones, Gussie -----	1 Crescent Ave., Atlanta, Ga.
King, Nancy -----	Belton, S. C.
McCurry, Fannie Sue (Mrs. Joe Blackman)-----	R. 2, Pendleton, S. C.
Nelson, Marie (Mrs. Harmon Rowe)-----	Care of Univ. of Pa., Philadelphia, Pa.
Rice, Orieta -----	Scott, Ga.
Sanders, Sarah -----	Greenville, S. C.
Shearer, Louise -----	Anderson, S. C.
Shirley, Amanda -----	R. F. D., Belton, S. C.
Smith, Nannie (Mrs. Rob Gentry)-----	R. 2, Anderson, S. C.
Wardlaw, Ruby -----	Belton, S. C.
Welborn, Annie (Mrs. D. F. McCormick)-----	North, S. C.

## CLASS OF 1919

Anderson, Lois (Mrs. W. W. Sullivan, Jr.)-----	Anderson, S. C.
Cook, Essie -----	Iva, S. C.
Cannon, Bernice (Mrs. Julius Hancock)-----	Bishopville, S. C.
Dugan, Gladys -----	Honea Path, S. C.
Geer, Caro (Mrs. H. I. Hester)-----	Greenville, S. C.
Hamilton, Frances -----	Seneca, S. C.
Hubbard, Edith (Mrs. Rupert McFall)-----	R. F. D., Anderson, S. C.
Keith, Gladys -----	Newberry, S. C.
Miller, Mary Dale (Mrs. -----)-----	Demopolis, Ala.
Miller, Victoria -----	245 East 4th St., Atlanta, Ga.
Moore, Lessie -----	Marie St., Anderson, S. C.
Moore, Willie Fay -----	Olanta, S. C.
McPhail, Lola (Mrs. Frank Reed)-----	Laurens, S. C.
McPhail, Lucy (Mrs. Edward C. Price)-----	Barnwell, S. C.
Owings, Martha (Mrs. Nim B. Sullivan, Jr.)-----	Anderson, S. C.
Pruitt, Hazel (Mrs. Fred Watson)-----	N. Main St., Anderson, S. C.
Smith, Pauline -----	Anderson, S. C.
Strickland, Annie Belle -----	Pelzer, S. C.
Sullivan, Emily -----	Anderson, S. C.
Watkins, Etta -----	Belton, S. C.
Watkins, Virginia (Mrs. Carl E. Epting)-----	Newberry, S. C.

## CLASS OF 1920

Agnew, Blanche -----	Donalds, S. C.
Anderson, Myra -----	8 Psukiji, Akashi Cho., Tokio, Japan
Chamblee, Helen (Mrs. Otis Bolt) -----	R. F. D., Anderson, S. C.
Cox, Vivian -----	Belton, S. C.
Evans, Margaret -----	Pendleton, S. C.
Evans, Nancy (Mrs. Will Austin)-----	Seneca, S. C.
Fay, Hattie -----	Anderson College, Anderson, S. C.
Hillhouse, Swanee -----	Anderson, S. C.
Jones, Adlene -----	Anderson College, Anderson, S. C.
Jones, Mabel (Mrs. Goodman Bare)-----	Starr, S. C.
Lassiter, Esther -----	Anderson, S. C.
Martin, Irene -----	R. 4, Iva, S. C.
Moseley, Ethel -----	Reidville, S. C.
Nixon, Stella -----	North Augusta, S. C.
Norris, Mary Lee -----	Anderson, S. C.
Paschal, Mary -----	Mt. Carmel, S. C.
Pinson, Lucy -----	Honea Path, S. C.
Segars, Gladys -----	Hartsville, S. C.
Shearer, Commena -----	Anderson, S. C.
Shearer, Daisy -----	Anderson, S. C.
Simmons, Annie -----	R. 1, Belton, S. C.

Simmons, Irene	R. 1, Belton, S. C.
Smith, Mary	R. 2, Anderson, S. C.
Summerall, Edna (Mrs. Royal Holley)	Aiken, S. C.
Tribble, Ola (Mrs. Lowie J. Bomar)	
	218 Maple St., Converse Heights, Spartanburg, S. C.
Willis, Helen (Mrs. Winchester C. Smith, Jr.)	Williston, S. C.
Workman, Myrtle (Mrs. Paul Anderson)	Winston-Salem, N. C.

## CLASS OF 1921

Bearden, Mildred King	Westminster, S. C.
Blanton, Peggy Osborn (Mrs. Clyde V. Smith)	Anderson, S. C.
Blume, Edna Pauline (Mrs. Odell Duckett)	Blackville, S. C.
Bobo, Sara Lou (Mrs. I. N. Patterson)	Abeokuta (Via Lagos) Ligeria, Africa
Bowie, Carrie Estelle (Mrs. Hungerpillar)	Elloree, S. C.
Branham, Clell Allen	601 Newborn Ave., Raleigh, N. C.
Bridges, Mabel Ruth	Anderson, S. C.
Burnett, Dorothy Dayton (Mrs. Poole)	Clayton, N. C.
Cade, Julia Eliza	Mt. Carmel, S. C.
Coleman, Elva Watson	Anderson, S. C.
Deck, Lillian Elizabeth	Belton, S. C.
Dunn, Elma Cecil	Donalds, S. C.
Fincken, Edith Lavinia	Gaffney, S. C.
Harrison, Mary Helen (Mrs. Horace Rentz)	Branchville, S. C.
Haynie, Kathleen C.	Belton, S. C.
Haynie, Lucile A.	Belton, S. C.
Hembree, Russie (Mrs. Frank Paget)	N. Main St., Anderson, S. C.
Hetrick, Florence Elizabeth (Mrs. Wilbur D. White)	Anderson, S. C.
High, Margarette Gladys	R. F. D., Spartanburg, S. C.
Holcombe, Jaisy Virginia	Havana, Cuba
Hutchinson, Edith Maye (Mrs. Frank Thompson)	R. 2, Anderson, S. C.
Johnson, Lois Marie (Mrs. P. E. Murry)	Nahunta, Ga.
Long, Bettie Elizabeth	R. 2, Piedmont, S. C.
Mahaffey, Gladys (Mrs. R. D. Cochran)	R. 7, Greenville, S. C.
Milford, Rossie Carolina	R. 8, Anderson, S. C.
Murray, Annie May	Anderson, S. C.
McDaniel, Florence Beatrice	804 Elizabeth Street, Anderson, S. C.
McDaniel, Susie Maude	R. F. D., Timmons ville, S. C.
McMillan, Ruby (Mrs. R. L. Ballentine)	Anderson, S. C.
Pattison, Ouida	Anderson College, Anderson, S. C.
Scott, Martha Christine	Ella Street, Anderson, S. C.
Shirley, Annie Pearl (Mrs. ———)	Bowersville, Ga.
Townsend, Clarice Barksdale (Mrs. Wm. H. Wilson)	Greenville, S. C.
Trogon, Viola Elizabeth	Buffalo, S. C.
Tuttle, Hazel Irene	Warsaw, N. Y.
Washington, Lila Forrester (Mrs. C. G. Campbell)	
	Baptist Bible Institute, New Orleans, La.
Wilson, Anabel	
	(Home address, R. 1, Anderson, S. C.) Now teaching in Warsaw, N. C.
Woodle, Elizabeth Arrington	Delray, Fla.

## CLASS OF 1922

Breton, Marguerite	Paris, France
Berry, Anna	Reidville, S. C.
Cunningham, Isabel	Greer, S. C.
Cunningham, Evelyn (Mrs. L. H. Anderson)	Anderson, S. C.
Clinkscales, Margaret	Belfont, S. C.
Dillingham, Mabel (Mrs. R. A. Templeton)	Spartanburg, S. C.
Davis, Irene	Honea Path, S. C.
Davis, Gatha	Westminster, S. C.
Elgin, Bessie	Honea Path, S. C.
Eskew, Ruth	R. F. D., Anderson, S. C.
Ellis, Lura	Pelzer, S. C.
Garvin, Bessie	Chester, S. C.
Gwen, Gena	Lewis, S. C.
Gassaway, Helen	R. 8, Anderson, S. C.
Hiott, Marie (Mrs. C. C. Booker)	Perry Ave., Greenville, S. C.
Herlong, Edith	Trenton, S. C.
Hall, Opal (Mrs. Smith)	Gaffney, S. C.
Harris, Mattie	R. F. D., Anderson, S. C.
Harrison, Louise	Ridgeway, S. C.

Jones, Moselle	Elberton, Ga.
Kempson, Mary Ellen	Silver Street, S. C.
Keasley, Annie Laurie	R. 2, Pendleton, S. C.
Kelley, Madeline (Mrs. Jake Ardrey)	Fort Mill, S. C.
McCuen, Nettie	Belton, S. C.
McClure, Vergie	R. F. D., Anderson, S. C.
McGee, Clara	Anderson, S. C.
Masters, Bertha (Mrs. Roy Clark)	Anderson, S. C.
Medlock, Ethel	Honea Path, S. C.
Pearman, Viola (Mrs. Jesse McDougal)	Anderson, S. C.
Royal, Eloise	Salemburg, N. C.
Rice, Tecora	Pelzer, S. C.
Shields, Bernice	Thomasville, N. C.
Strickland, Janie	Pelzer, S. C.
Sullivan, Dorothy	Anderson, S. C.
Settle, Florence	Point Peter, Ga.
Simmons, Mattie Lou	R. 1, Belton, S. C.
Tolar, Mary Inez	Wagener, S. C.
Williams, Lola (Mrs. ———)	Abner's Creek, S. C.
Wood, Camille	Seneca, S. C.
Winter, Mattie Lois (Mrs. Lynwood Johnson)	Anderson, S. C.
Williford, Annie Mae	Anderson, S. C.

## CLASS OF 1923

Armstrong, Vera Mae	Anderson, S. C.
Atkinson, Gladys (Mrs. Olin Johnston)	Spartanburg, S. C.
Barton, Ollie Jane	Greer, S. C.
Bolt, Nellie	Kinards, S. C.
Boylston, Bridget (Mrs. A. N. Shealy)	599 Gordon St., Atlanta, Ga.
Brock, Caroline	Central, S. C.
Brown, Ruby	Anderson, S. C.
Burris, Lydia	Greenville, S. C.
Clayton, Eunice	Central, S. C.
Cooke, Kathleen	Anderson, S. C.
Cowherd, Julia Dorsey	Branchville, S. C.
Cowherd, Anna Elizabeth	Branchville, S. C.
Cunningham, Ruth (Mrs. Jas. Paget)	Anderson, S. C.
Dillard, Mary	Greer, S. C.
Elrod, Sarah	Piedmont, S. C.
England, Marjorie	Westminster, S. C.
Fowler, Beaufort	Bonlee, N. C.
Foster, Kathleen	Roebuck, S. C.
Glenn, Sylvene	Starr, S. C.
Graham, Mattie Julia	Rembert, S. C.
Harris, Blanche	Little Rock, S. C.
Hopper, Malvina	Belton, S. C.
Huff, Lillian	Simpsonville, S. C.
Huff, Lonie (Mrs. C. H. Truluck)	Timmons ville, S. C.
Jeffries, Doris Turner	Spray, N. C.
Kelly, Floride (Mrs. King)	
Kendrick, Mary	Portsmouth, Va.
Kenney, Vann Ray (Mrs. Harvey)	Pineville, S. C.
King, Elsie	Piedmont, S. C.
Leathers, Lula Lee	Anderson, S. C.
Mattox, Frances (Mrs. Glenn Lassiter)	Lakeland, Fla.
Norris, Ruby B.	Anderson, S. C.
Parham, Edna C.	Charleston, S. C.
Peterson, Mary Elizabeth	Greenwood, S. C.
Phillips, Bonte	Hartwell, Ga.
Power, Evelyn Louise (Mrs. ———)	Columbia, S. C.
Sanders, Vinnie	Pauline, S. C.
Seabrook, Hessie	Edisto Island, S. C.
Shearer, Maimie (Mrs. Elwyn Brewer)	Savannah, Ga.
Stephens, Sarah Frances	Anderson, S. C.
Thompson, Lillie Ruth	Laurens, S. C.
Watkins, Helen	Anderson, S. C.
White, Annie Mae (Mrs. Forest Cantrell)	R. F. D., Spartanburg, S. C.



## CLASS OF 1924

Bowen, Geraldine	Greenville, S. C.
Bradley, Madge Elizabeth (Mrs. Charlie Smith)	Greenville, S. C.
Bradley, Lillian	Mayesville, S. C.
Bruce, Ruth (Mrs. A. W. Rogers)	Greenville, S. C.
Clement, Mary McDavid	Belton, S. C.
Cowherd, Virginia (Mrs. Carrol Griffin)	Anderson, S. C.
DeLoach, Mary (Mrs. L. C. Parker)	Edgefield, S. C.
Dyches, Martha Melvina	Cross Anchor, S. C.
England, Sallie Marie	Westminster, S. C.
Foster, Helen	Roebuck, S. C.
Funk, Zanerian Evangeline	Hagerstown, Md.
Glymph, Lovelene	Anderson, S. C.
Harris, Georgia	Anderson, S. C.
Hellams, Lola Mae	Fountain Inn, S. C.
Hembree, Ruby	Anderson, S. C.
Hughes, Ruth Eugenia	Donalds, S. C.
Keys, Grace	Starr, S. C.
McFall, Anna Dean (Mrs. Carlisle Holler)	Furman, S. C.
Nix, Ada Merdel (Mrs. M. J. Hester)	Greenville, S. C.
Nix, Ollie Matilda	Zirconia, N. C.
Paget, Mary Hamilton	Anderson, S. C.
Parnell, Caroline Campbell (Mrs. F. S. Edelen)	247 Bull St., Savannah, Ga.
Reichard, Helen Cecile	Anderson, S. C.
Richardson, Lucia (Mrs. Russell Boyd)	Simpsonville, S. C.
Royal, Eloise	Salemberg, N. C.
Smith, Ophelia	Madison, Fla.
Sullivan, Jessie	Anderson, S. C.
Sullivan, Luta Barbara	Anderson, S. C.
Wallace, Alice Helen	Kinards, S. C.
Watts, Emily Mary	Dallas, Texas
White, Martha Elizabeth (Mrs. Rudolph Kunkel)	Miami, Fla.
White, Susie (Mrs. A. L. Best)	Swainsboro, Ga.
Wilson, Kathleen	Anderson, S. C.

## CLASS OF 1925

Blease, Colie (Mrs. Richard Baker)	Newberry, S. C.
Brock, Norine	Belton, S. C.
Brown, Helen	Anderson, S. C.
Burnett, Margaret	Belton, S. C.
Burriss, Janie	Anderson, S. C.
Cooke, Marguerite	Olar, S. C.
Curtis, Lela	Dillon, S. C.
Dominick, Carine	Neeses, S. C.
Drennon, Olivia	Anderson, S. C.
Graham, Mary	Camden, S. C.
Harris, Frances	Greenville, S. C.
Heard, Lucie	Anderson, S. C.
Hogg, Lena	Williamston, S. C.
Jeffries, Octavia	Clayton, N. C.
Kyzer, Ruth	Paxville, S. C.
Leathers, Eunice	Anderson, S. C.
Mason, Corinne	Westminster, S. C.
Murray, Mildred	Cameron, S. C.
Owings, Mary	Laurens, S. C.
Prevost, Dorothy	Anderson, S. C.
Rawlinson, Cora Emmie	Congaree, S. C.
Small, Elizabeth	Jefferson, S. C.
Tribble, Dorothy	Anderson, S. C.
Watts, Mary	Dallas, Texas
Wickliffe, Margaret	West Union, S. C.
Wyllie, Jewell	Louisville, Ga.
Young, Lucile	Spartanburg, S. C.

## CLASS OF 1926

Arnette, Isable	Lake View, S. C.
Barnes, Meryl	Lodge, S. C.
Boleman, Willie Sue	Townville, S. C.
Brown, Dorothy	Anderson, S. C.



Burgess, Frances	Greer, S. C.
Cannon, Kathryn	Westminster, S. C.
Chapman, Corrie Mae	Pelzer, S. C.
Chapman, Lora	Pelzer, S. C.
Cothran, Carrie	Tony Creek, S. C.
Cromer, Gladys	Anderson, S. C.
Cunningham, Vineta	Greer, S. C.
Davis, Elizabeth	Starr, S. C.
Eskew, Nellie	Anderson, S. C.
Hallum, Mattie Mae	Pickens, S. C.
Kelly, Bertha	Pelzer, S. C.
McGee, Sara	Anderson, S. C.
Milam, Cornelia	Sandy Springs, S. C.
Rice, Eunice	Pelzer, S. C.
Rutledge, Fannibel	Selma, Ala.
Smith, Myrtle	Fort Mill, S. C.
Todd, Ruth	Laurens, S. C.
Trammell, Geraldine	Anderson, S. C.
Wilkins, Harriette	Pacolet, S. C.

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